

SWAPSHOP 4.2

SUPPLEMENT

THE NEW SWAPSHOP

From last issue's expanded *Swapshop* we have now extended the concept with this, the first *Swapshop Supplement*, containing teaching ideas and photocopiable material designed for teachers to use in the classroom.

Everything in this supplement can be photocopied on the condition that the page headers and footers are not removed. This page is US letter size and can be easily enlarged on a photocopier to A3 size for ease of use.

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.

Using 'World' Music

Get hold of some songs (i.e. music with words) from exotic places - Arabic, Indian, Chinese, etc. - and play them to your students.

Unsurprisingly, they won't understand a word. Not to worry: get them guessing. What emotions are conveyed in the song, what instruments are used, to imagine what kind of video might have accompanied it, to imagine what it is 'about', etc. (No right or wrong answers here).

Then get them to write their own lyrics in English, perhaps encouraging them to use phrases from songs they are familiar with. If they are good they can try to match the words to the tune. If they like, get them to illustrate the music.

Use different kinds of song: sad, happy, marches, action music, etc. Students will love this activity because it gives them the chance to be creative.

ELT News & Views

Año 4 N° 2, junio de 1997
Propietario y Director:
Martin R. Eays

Uruguay 782-3°, 1015 Capital
Buenos Aires, Argentina.
Tel: +541-371-7705
Fax: +541-375-3944
me@interlink.com.ar

Reg. Nac. de la Propiedad
Intelectual N°: 375.420

Los conceptos y puntos de vista expresados en los artículos no necesariamente reflejan las opiniones del editor. Asimismo, queda prohibida la reproducción total o parcial del contenido de este boletín sin la previa autorización escrita del editor y de sus autores.

Este suplemento se imprimió en el mes de junio de 1997 en Impresos Victoria, Av. Córdoba 1330, (1055) Capital Federal, Argentina. Su distribución es gratis a suscriptores de *ELT News & Views*.

Discussion activity - 'for adults only'

Students read the passage with the intention of answering the questions below:

Bob and Christine are husband and wife. They love each other but, like all couples, they sometimes fight. Recently things have become rather tense between them. Bob goes on holiday with his friend Andrew (without Christine) where he meets Eliza. Andrew notices that Bob and Eliza have fallen in love with each other. Although he fancies Eliza too, he doesn't show it and helps them become lovers. Bob doesn't tell Eliza that he is married. Andrew doesn't tell her either and in fact lies when she asks him. She has neither a husband or a boyfriend and Bob is her first lover. She loves him more than Christine does and he knows that. Yet, he decides to leave her and return to his wife. Christine finds out about her husband's affair and, although she has been horrible to him up to now, she says, "I know you have had an affair but I still love you and I forgive you. Let's try to save our marriage". Eliza learns about Bob and Christine and tries to commit suicide. However, her old friend, Donald, (who loves Eliza but has always been rejected by her), comes in time to save her and tells her, "I know you don't love me but I've always loved you and I can stay with you if you want me to". She is feeling low and depressed and agrees, and they spend the night together.

Now rank the characters from 1 to 5 in terms of which is the most/least a) self interested, b) 'moral', c) admirable. Justify/discuss your choices. Imagine you had given the same task to your parents or grandparents - would they have agreed with you ?

JIGSAW READING

This issue's *Swapshop* contains another jigsaw reading exercise, *The Mackenzie Burger*, submitted by Neville Britten. This page carries some comments on jigsaw methodology. Pages 3 to 6 contain the four student texts and some additional notes for teachers can be found on page 7.

Reading Jigsaws General methodology

Stage 1:

Students prepare to talk about their texts. This stage takes 25 minutes of a 50-minute lesson.

- i. Divide the class into thirds - thus if you have a class of 18 people, put them into three groups of six each. Give each group a different letter to read (it will help greatly if the letters are printed on different coloured paper). Students read their text together, discussing it as they do so.
- ii. As students read the text, you can familiarise yourself with the case, reading each of the three texts as well as the solution.
- iii. I advise you not to tell the students the title of the case or to pre-teach vocabulary, both of which may give the game away. In any case it is much better if students' attention is focused on unknown words (which are often crucial to the mystery) when they come across them while reading themselves. You can of course answer any questions about vocabulary.
- iv. When the students have finished reading, write on the board: *What are the main points of your text?* Students talk together briefly. (In a lower level monolingual class you might consider letting them do this in their first language). Now write on the board: *Working in pairs, practice retelling the story.* Still within the same group, Student A tells the story which they have both read to Student B. Tell B to correct A's every mistake and to be very strict, correcting errors of grammar, pronunciation, vocabulary and any mistakes of fact affecting the story. Then the other way round, Student A listening and B speaking. Then A re-tells the story without looking at the text. Next if possible change the pairs, so that A works with D and C with B. Meanwhile you monitor actively, concentrating on accuracy and correcting errors. With thorough preparation students can cope with material that at first sight appears well above their level. (Thanks to Lindsey Anderton for these ideas.)
- v. If there is time, students re-read the text and make a final mental note of new expressions and vocabulary.

Stage 2:

Students form groups of three and talk together to solve the case. This takes 20 minutes of a 50-minute class.

- i. When you think the students have a firm grasp of the text write on the board: **FORM GROUPS OF THREE AND TELL THE OTHERS YOUR STORY, IF POSSI-**

BLE WITHOUT LOOKING AT THE TEXT. SOLVE THE MYSTERY. You may also write the names of the main characters in the case so that unfamiliar names do not cause unnecessary problems in the discussion.

- ii. Re-group the class into threes. In each threesome there must be one person who has read each letter. In other words, in each group all three people must have a different letter.
- iii. Now is the time for students to develop their fluency, so don't correct errors too much at this stage. I only correct if I see that Student A's error is impeding comprehension by B and C to such an extent that the group's ability to achieve the solution will be adversely affected. The discussion should as far as possible be in English, and the more preparation the students have done in stage 1 the less chance there will be of their reverting to their mother tongue in a monolingual class. However, to insist on 100% English at this stage may be asking too much and prove counter-productive. Perhaps we should be satisfied with less than total perfection once they have got carried away by the discussion.
- iv. The ideal is that the students should be able to solve the case on their own, given time, with the teacher keeping the lowest of profiles. However, if the students get stuck, then you will have to help them out. There is an appended survival kit of questions for you to ask groups, after a minimum of 15 minutes of group discussion, if they can't get any further on their own. These questions are designed to lead the students towards the truth without making it too obvious.

Stage 3:

Tying things together at the end of the class

- i. In the five minutes at the end of the lesson you can present the class as a whole with the leading questions. It is better to ask them orally rather than hand out the questions - or at least that's what I feel. Another thing you can do is get one group to explain their solution to the class and see if the other groups agree. The more discussion between students the better. The reply from Sherlock Holmes is designed to help you grasp the case, but some teachers give it out to the class - though I personally wouldn't. Others give out the synopsis with crucial words blanked out as a kind of cloze.
- ii. I prefer not to let the students see an 'ideal' written solution because I give out all three letters to everyone and get them to write the solution - in the form of a letter from Sherlock Holmes to one of his correspondents - for homework. This is a writing activity that involves a large number of sub-skills, not least summarising, and it also revises the vocabulary.

Timing:

Each of these activities fits into a 50-minute class. If your class takes more than 50 minutes then you are probably using a case which is too difficult for them. This may not be a bad thing: if you want a bright class to have a really challenging task, give them a jigsaw which is above their level and just make sure that they have more than 50 minutes to get to grips with it.

Text 1

SCOTLAND YARD

Wednesday 28 May 1910

Dear Mr Holmes,

I'm investigating yesterday's disappearance of Mr Robert Daniels, a food inspector working for the Ministry of Health. Until recently there has been no inspection of restaurants in London. Then last week the Ministry started making surprise visits without any warning.

Yesterday morning Mr Daniels had five restaurants to visit in central London. He went to the first four on his list, and in each place he inspected the kitchen and signed a certificate that conditions were satisfactory. At twelve o'clock he left the fourth restaurant for the fifth and last place on his list, MacKenzies Hamburger Bar.

This morning, twenty-four hours after Mr Daniels disappeared, I visited MacKenzies Hamburger Bar, owned by John and Henry MacKenzie. 'Oh yes, Inspector,' John MacKenzie said in his strong Scottish accent, 'Mr Daniels came here at about twelve o'clock yesterday, but we were closed for re-painting. He said he would come back next week when we re-open for business. But, Inspector, please come into the kitchen and have a drink.'

In the kitchen the walls were covered in wet paint. 'My brother Henry,' said John MacKenzie, indicating a man painting the ceiling. 'Henry,' John went on, 'this is Inspector Lestrade of Scotland Yard. It seems that health inspector who came yesterday has disappeared.'

Meanwhile I began to notice a smell in the kitchen. It was a horrible smell, even stronger than the smell of the paint. The smell seemed to be coming from Henry. I went near him where he was standing on the ladder. Yes, the horrible smell was coming from Henry, particularly his shoes. Very strange, I thought, as I left MacKenzies Hamburger bar.

And there was another curious event in London yesterday. At about seven o'clock in the evening a man was stabbed in Baker Street, near your house Mr Holmes. The dead man has not yet been identified but he was wearing a pair of new shoes. And there was a small red mark on his cheek: ketchup.

Mr Daniels is tall and has a black moustache. At the time of his disappearance he was wearing a blue jacket which has distinctive brass buttons with the design of an anchor. What do you think has happened to him, Mr Holmes?

Inspector Lestrade

Text 2

Tuesday 27 May 1910 7 pm

Dear Mr Holmes,

My name is Michael Rogers. I came to see you this evening, but you were not at home, and so I am leaving this note.

Something very strange happened today. At about twelve o'clock I was in MacKenzie's Hamburger Bar in central London having a hamburger. I was the only customer in the place until another man came in. I remember he was tall with a black moustache and he was wearing a blue jacket.

The stranger took a letter out of his pocket and showed it to the waiter. I couldn't hear very clearly what the two men were saying, but it was clear that they were arguing. The waiter kept on saying, 'It's not convenient today, my brother Henry's ill.' Suddenly the stranger pushed past the waiter and went into the kitchen. The waiter ran after him and the door closed behind the two men.

Five minutes later the waiter came out of the kitchen. He opened the door just wide enough for him to get through, but not wide enough for me to see what was happening inside. Another strange thing was that he had changed his clothes: before he had been dressed in a white apron and a white jacket, but now he was wearing a different pair of trousers and a different jacket. Also I noticed that his hands, face and hair were wet. 'Why don't you come into the kitchen?' the man said with a false smile. 'We're having a party.'

'I won't, thank you all the same,' I said, and stood up and went towards the door. 'Don't go,' insisted the waiter, 'it'll be a great party. Lots of lovely girls!' He put his hand on my shoulder to stop me. I pushed his hand away and went out.

Then I walked down the street to a shop where I bought some shoes. When I came out I noticed that the waiter was following me. When I stopped he stopped. This went on for some time. Finally I saw a policeman and went up to him to tell him about the man following me, but when I turned round the waiter had disappeared.

I haven't seen the waiter since then, but I still wanted to tell you about today's curious events. I'll visit you again tomorrow and perhaps we can talk about my experiences today.

Michael Rogers

Text 3

21 North Hill Road
North London

Wednesday 28 May 1910

Dear Mr Holmes,

My name is Walter Brown. I live in north London in a quiet area. Just outside my garden there is a manhole which goes down to the sewers.

Every week a man comes to my street, opens the manhole and goes down into the sewers. An hour later the man comes up again carrying sacks full of dead rats.

One day I spoke to him. He told me in a Scottish accent that he comes from the local council. He is a rat control officer, and he leaves traps in the sewers to kill the rats and then takes their bodies away in his car to burn them.

Yesterday afternoon the Scot arrived in the car. He took several heavy sacks out of the car and carried them to the manhole. He lifted the manhole cover and looked carefully up and down the street. When he thought no one was watching he dropped the sacks inside the sewer and quickly put the cover back on the manhole. Then he hurried away to his car. It was very strange.

I went out. There was a brass button with an anchor on it on the ground next to the manhole. I picked it up and went over to his car. 'You've dropped this,' I said, handing him the button. He seemed embarrassed. 'Thank you,' he said. 'I've been putting rat poison down the manhole. There are too many rats. I've got to kill them. Keep away from the sewer, I've filled it full of poison. Goodbye.' And he drove away.

That was yesterday afternoon. Last night at two o'clock in the morning my wife, who suffers from insomnia, heard noises from the street. She woke me up and we looked out of the window. There, outside, was the Scot from the council. He had opened the manhole and was now taking out all the sacks he had put down the manhole the previous afternoon. He went down into the sewer and came up carrying the sacks, which he then put in his car. When he had finished he looked at the ground very carefully: then he took a handkerchief and cleaned the manhole cover!

It is very strange. What do you think is going on, Mr Holmes?

Walter Brown

Text 4

221B Baker Street
Thursday 29 May 1910

Dear Inspector Lestrade,

Thank you for your letter of yesterday concerning the disappearance of Mr Robert Daniels, the food inspector from the Ministry of Health. He was in fact murdered by the MacKenzie brothers when he forced his way into their kitchen and saw that they were making their hamburgers from rats.

But Mr Daniels was not the only person to be killed by Henry and John MacKenzie. The food inspector's arrival in the restaurant was witnessed by one Mr Michael Rogers, who was having a snack there. He saw Mr Daniels go into the kitchen and not come out again. The brothers realised that his evidence could lead to their conviction, and as soon as John had washed the gore off himself and changed his blood-bespattered clothes, he went out and tried to entice Mr Rogers into the kitchen with the intention of killing him too. When Mr Rogers refused to go into the kitchen, John followed him in the street. Michael Rogers realised that he was being followed and came to me; I was not in and so he left me a note. When he left he was murdered by John in Baker Street Underground Station: the body was readily identifiable because he was wearing new shoes, which he had bought on leaving MacKenzies Hamburger Bar.

Meanwhile Henry had been dismembering Mr Daniels's body in the kitchen. He put it in sacks and drove to the sewer in north London where he got his rats. He put the sacks down the manhole without realising that he was being watched by a neighbour, Mr Walter Brown. When Henry was about to leave Walter Brown picked up a button that Henry had dropped and returned it to him. Henry realised that this button could lead the police to the sewer if Mr Brown read the description of the missing food inspector in the papers the next morning. So that night he returned to the sewer and removed the remains of Mr Daniels, unaware that he was being observed by Mr and Mrs Brown from their bedroom window.

I am surprised that you didn't realise something was amiss when you found the MacKenzie brothers painting the kitchen at the time of your visit, Inspector. Painting at the scene of suspected foul play should always alert the trained detective: it is generally intended to cover up a smell or a visual clue. In this case it was the blood on the walls and ceiling.

I am glad to have been of use in this case.

Sherlock Holmes

Mackenzies Hamburger Bar Teachers' notes

Intermediate level, with quite a lot of information to be processed. A little gruesome, which could be good with teenagers but bad with others. The story about the sewers (Text 3) seems to be slightly more demanding than the other two texts and would suit a higher level group.

John and Henry MacKenzie have a hamburger bar in London where they prepare the hamburgers with rats which Henry collects from a north London sewer. However, one day Mr Robert Daniels, a Ministry of Health food inspector, pushes his way into the kitchen and sees the rats. He is promptly killed. After washing the blood off himself and changing his clothes, John goes back into the restaurant. There is only one witness of the inspector's arrival, a Mr Michael Rogers, who is innocently munching a ratburger. John tries to entice Michael Rogers into the kitchen so he can also be killed. But Mr Rogers refuses and leaves. Out in the street he buys a pair of shoes and then notices that John is following him. Mr Rogers goes to Sherlock Holmes's flat and leaves a message there about what has happened to him; when he comes out John murders him in Baker Street Underground. He can be identified by the fact that he is wearing new shoes. Meanwhile Henry dismembers Mr Daniels's body and puts it into sacks which he takes and deposits down the sewer from which he collects his rats. However, he drops a very distinctive button from Mr Daniels's jacket which a neighbour picks up and hands to him. Realising that this could lead the police to the dead man, Henry returns in the small hours to retrieve the body. When Inspector Lestrade of Scotland Yard visits MacKenzies Hamburger Bar the next day to ask if they have seen the missing food inspector, he finds the brothers repainting the kitchen - to cover up the blood stains.

Step 1: To establish that Mr Michael Rogers was killed by the waiter

- Who was the dead man found in Baker Street Underground?
- *Mr Michael Rogers.*
- How do you know?
- *He was wearing new shoes.*
- Where had he just come from?
- *Sherlock Holmes's house.*
- And who killed him?
- *The waiter from MacKenzies Hamburger Bar.*
- Which of the brothers was that?
- *John. He talks about 'my brother Henry.'*

Step 2: To establish that Mr Robert Daniels was killed in the kitchen

- Why was Michael Rogers killed?

MAYBE PAUSE FOR FURTHER DISCUSSION IN GROUPS

- Well, while Michael Rogers was having a hamburger a stranger came in. Who was he?
- *Mr Robert Daniels.*
- How do you know?
- *Mr Daniels was wearing a blue jacket and was tall with a black moustache, just like the man Michael Rogers saw.*
- What did Mr Daniels do in MacKenzies Hamburger Bar?
- *He pushed his way into the kitchen.*
- And what happened to him there?

MAYBE PAUSE FOR FURTHER DISCUSSION IN GROUPS

- Well, remember that Michael Rogers was killed because he saw Mr Daniels go into the kitchen. So what do you think happened to the food inspector?
- *He was killed.*

- When the waiter came out of the kitchen five minutes later, he had wet hair and a wet face and hands. Why? And the next day Inspector Lestrade found the MacKenzie brothers repainting the kitchen. Why?
- *Because of the blood.*

Step 3: To establish that the MacKenzie brothers were making their hamburgers from rat meat.

- A bit drastic, killing a food inspector. Why do you think the MacKenzie brothers did it?

MAYBE PAUSE FOR FURTHER DISCUSSION IN GROUPS

- Well, when Inspector Lestrade visited the MacKenzie brothers, he noticed that there was a horrible smell coming from Henry's shoes. Why? Where had Henry been?
- *To the sewer.*
- Look at Walter Brown's letter. Walter Brown says that this man, who we know to be Henry MacKenzie, visited the sewers regularly every week. Why? What did he do there every week?
- *He took away rats.*
- And was Henry really a rat control officer?
- *No, he was the owner of a hamburger bar.*
- And so what did he want the rats for?
- *Making hamburgers.*
- And why was Mr Daniels killed?
- *He saw the rats in the kitchen.*

Step 4: To establish what happened at the sewer on Tuesday (it may be a good idea to give everyone a copy of Walter Brown's letter at this point)

- What happened at about twelve o'clock in the morning at MacKenzies Hamburger Bar?
- *Mr Daniels was killed.*
- What happened a few hours later on Tuesday afternoon outside Mr Brown's house?
- *Henry arrived with sacks that he put down the manhole.*
- Henry said these sacks contained rat poison. Was that true?

MAYBE PAUSE FOR FURTHER DISCUSSION IN GROUPS

- After Henry had finished putting the sacks down the manhole, what did Walter Brown find on the ground?
- *A brass button with an anchor.*
- What is the significance of this button?
- *It was one of the buttons from Mr Daniels's jacket.*
- So what was in the sacks?
- *Mr Daniels's body.*
- How did Henry react when Walter Brown returned the button to him?
- *'He seemed embarrassed.'*
- And why did Henry come back in the middle of the night and take all the sacks out of the sewer again?
- *Because he realised that Mr Brown might tell the police and they would then find the body.*
- You remember that Walter Brown watched as Henry removed the sacks in the middle of the night. When he had finished Henry took a handkerchief and cleaned the manhole cover. Why?
- *To get rid of fingerprints.*

Some teachers' comments:

good to include more contemporary themes in Holmes format - students warmed to 'ratburger' joke - Andrew Packett, British Institute, Coimbra, Portugal
Excellent for teenagers, suitably revolting subject - H Oxley, British Institute, Coimbra, Portugal
The students didn't like the subject too much: sewers, rats, smelly shoes - it seemed distasteful to them. Too sordid. Not everyone has an "English" sense of humour! - Teresa Wirz, Albis School of English, Switzerland

Conditional practice

Pre-intermediate level - from Neville Britten

Photocopy the page below, making as many copies as there are students in the class. Students have to match the pairs.

A *You have a rich old uncle. If he dies you will get a lot of money. You have decided to kill him, and now you want to find the best way to do it.*

- | | | | |
|---|----------------------------------|---|--|
| 1 | If I use a knife | A | there'll be marks on his throat. |
| 2 | If I push him down the stairs | B | people will see me. |
| 3 | If I shoot him | C | it'll look like an accident. |
| 4 | If I use a rope | D | the doctors will find it in his stomach. |
| 5 | If I poison him | E | there'll be lots of blood. |
| 6 | If I throw him out of the window | F | there'll be a noise. |

B *These are the warnings on a packet of aspirins, but the printers have made a mistake and confused the sentences. Put them back together correctly.*

- | | | | |
|---|-----------------------------|---|----------------------|
| 1 | If you take twelve aspirins | A | nothing will happen. |
| 2 | If you take two aspirins | B | you'll feel sick. |
| 3 | If you take thirty aspirins | C | you'll feel better. |
| 4 | If you take five aspirins | D | you'll die. |
| 5 | If you take half an aspirin | E | you'll be very ill. |

C *One day Dr Jekyll was working in the hospital when he suddenly changed into Mr Hyde. As a result his advice to his patients was a little confused. Correct it:*

- | | | | |
|---|-------------------------------|---|----------------------------------|
| 1 | If you smoke too much | A | get away from me. |
| 2 | If you have a headache | B | you'll get fat. |
| 3 | If you eat too much | C | you'll catch a terrible disease. |
| 4 | If you're constipated | D | take an aspirin. |
| 5 | If you have cholera | D | you'll damage your liver. |
| 6 | If you make love to bad women | F | take a laxative. |
| 7 | If you drink too much | G | you'll get lung cancer. |

D *British cooking is famous throughout the world. Perhaps it is because of the recipe books they use. Can you correct this one?*

- | | | | |
|---|---------------------------------|---|---------------------------------------|
| 1 | If you want to make an omelette | A | you'll need boiling water. |
| 2 | If you want to make a paella | B | get some plastic and chemicals. |
| 3 | If you want a cup of tea | C | take a lettuce and tomato. |
| 4 | If you want to make chips | D | you'll need some sea food and rice. |
| 5 | If you're going to make a salad | E | break two eggs and beat them. |
| 6 | If you want to make a hot dog | F | get some sugar, milk, eggs and flour. |
| 7 | If you want to bake a cake | G | you'll need hot oil and potatoes. |

Discussion activity - Advanced levels

The student instructions are self-explanatory. All you have to do is group the class in threes and hand out photocopies of the sheet below.

What is not a bad idea is to record a couple of your colleagues talking about the same topics for the students to listen to after - and not before - the class has discussed them. It seems to make listening easier if you have already talked about a subject yourself. The listening task can be to see how far the speakers express the same points of view as those expressed in your group. Or you can make a listening jigsaw. In this activity two people on two different cassettes or videos speak about three or four of the propositions (not more, because the listening should not last more than five minutes). Divide the class in half, each hears one speaker twice. They note his opinions and think of two changes to make in what he has said. Then they meet up with the other half of the class (who have heard the other speaker) and tell each other what their person said, making two changes. Finally each half of the class hears the other speaker and tries to discover the two changes which have been made.

(from Neville Britten)

Instructions for students

1. Form groups of three or four. Below these instructions you will see a series of propositions. You have to decide as a group if you agree with the first one. If you all agree with it, put a tick (✓) next to it.
2. If you disagree with the first proposition you must re-write it. You do this as a group - in other words you all have to agree about how you are going to re-write it. This means that you will need to persuade the other people in the group to accept your ideas if they have different opinions from you.
3. When you have finished with the first proposition go on to the second, and so on till you have done all ten.
5. Remember that the opinion of the group must be unanimous. Don't forget to re-write the propositions with which you disagree. If you finish before the other groups, write some more propositions of your own about leisure.

PROPOSITIONS

1. Almost all television programmes are made for fools and the people who watch them are idiots.
2. If we didn't have to work or study most of us would be totally unable to find a way of spending our time. So if you or I won the lottery tomorrow and stopped working we would soon become bored and probably neurotic.
3. Discotheques are only for empty-headed adolescents.
4. Drinking alcohol is as good a way of spending your spare time as any.
5. Pop music is worthless because most of it is forgotten within six months: only classical music has any real value.
6. Football is a bore. Men who are football mad are really just trying to demonstrate their masculinity.
7. Fewer people read books nowadays than a generation ago. Watching television has replaced the habit of reading. The age of the book is dying.
8. No one really enjoys art: we try to appreciate it partly to impress others and partly because we hope that in some mysterious way it will do us good.
9. With the spread of TV and the American way of life, nowadays most countries are becoming very similar; as a result there is not much point in visiting another country as a tourist.
10. Nothing in this world is more enjoyable than sex. So why bother with culture, sport, stamp collecting and all the other silly things we do in our spare time?

**PHRASAL VERBS
GAPPED EXERCISES**

Bibi Boarder

Fill the gaps, using these phrasal verbs

Exercise 1

*blow up do without fall out get rid of go up
go back on burn down die out take after turn on*

A: Can I (1) _____ the light? It's very dark in here.
B: Yes, but only if you don't (2) _____ your promise to pay the electricity bill.
A: I can't (3) _____ a good light when I am writing.
B: You (4) _____ your mother; she always used an oil lamp. Just before she was going to (5) _____ it, it (6) _____ and her house (7) _____ in flames. She (8) _____ with the fire brigade, because they arrived after the flames (9) _____ and her house (10) _____

Exercise 2

*cut off give up put in for put off put in
run into ring up send away be up to stand up to*

Peter used to be a dentist, but he always (1) _____ more fillings than was necessary. His patients complained that he (2) _____ the job, so he had to (3) _____ it _____. He (4) _____ his long hair and (5) _____ for a job with another dental surgery. On his way to the interview, he (6) _____ an old girlfriend. He tried to (7) _____ his interview until the next day, but the prospective employer (8) _____ him _____ making it quite clear that he (9) _____ such inconvenience. He told him not to come back.

Teacher's Key: Ex 1: 1C-2B-3D-4J-5I-6A-7F-8G-9H-1OE, Ex 2: 1B-2C-3D-4A-5G-6E-7I-8J-9F

MATCHING EXERCISE FOR REVISION PURPOSES

(see column on right)

Instructions

Make two photocopies of the sentences in the column to the right.. Use one as a key and cut the other along the cutting lines. If you have a class of 12 students, give each student one strip of paper. If you have 6 students, give each student one 'first half' and one 'second half' each. (Make sure they are not matching) Instruct students to circulate to find the matching half of their sentence. (The numbered sections must be read out first and other students must respond with the 'second half'. Both students then decide whether the two sections combine well or not.) To avoid confusion, instruct students not to sit down until they have finished. (Do not give help at this stage.) Once all the students feel that they have finished, go through the answers.

Ref: Bibi Boarder/Musical English Lessons International

- 1. The footballer has put in.....
.....for a transfer.
- 2. Peter has cut.....
.....off his moustache.
- 3. We ran.....
.....into John yesterday.
- 4. Don't give.....
.....up your job until you've found another one.
- 5. Turn.....
.....on the television, please.
- 6. People often fall.....
.....out over money.
- 7. I wouldn't stand
.....for his bad language.
- 8. Alcoholics cannot do.....
.....without alcohol.
- 9. The party has been put.....
.....off until next week.
- 10. He is so ill, he is not
.....up to going out.
- 11. The builder put.....
.....in a new bathroom.
- 12. The bomb blew.....
.....up, deafening everyone in the vicinity.

Activities for young learners

Ana María Armendáriz

Touch it, draw it, step on it!

Focus: kinaesthetic apprehension of letters

Level: Beginning (learning to write: (1st Form EGB)

Materials needed: two bags with the letters of the Alphabet. More than one copy of each will be required.

Objectives: for learners to recognise and reproduce the letters of the alphabet, and so engage in the required motor skills.

Try some of these activities to apply NLP and Lateral Thinking

- Children get into pairs. One of the members chooses a letter from the bag and 'mimes' it with his/her body. The other partner tries to guess which letter it is. He does so by browsing the other bag and choosing the letter
- Children also work in pairs. Each child writes a letter on his/her partner's back. The other child has to guess which letter it is by finding the letter in the bag; then partners "compare notes". An alternative is to write letters "in the air".
- Kinaesthetic apprehension of letters: instead, children walk on letters - which could perfectly have been chalked on the floor of the playground.

The Letter Rainbow

Focus: kinaesthetic apprehension of letters; practise or consolidate letters that offers difficulty.

Students' level of English: beginning (learning to write: (1st Form EGB)

Materials needed: pastels, colour paper, *brillantina*

This is a very popular game among children. Pupils work in groups; they use colour crayons, colour paper and *brillantina*. The teacher gives them a long strip of paper each with a series of letters on it. Children try to trace those letters using the materials mentioned. Before finishing the class, all the strips of colour paper are pinned up forming a huge rainbow.

Follow-up: Children find words in texts - preferably children texts like "big books" with stories.

Slap

Inspired by the website at <http://www.sils.umich.edu/~jammour/etc/lp14.html>

Focus: Conversation

Students' Level of English: post-beginner

Materials needed: 2 sets of pictures of 12-20-target vocabulary words on cardstock, making 2 "decks" of cards.

Objective(s): for learners to first recognise recently introduced vocabulary, and then produce the vocabulary in the context of questions.

Procedure

After students have been introduced to some target vocabulary, do these 2 guided practice activities to reinforce. Put students in pairs or groups of 3. Take one deck of pre-made picture cards of target vocabulary and play *Slap*. Students shuffle the cards, place them face up between the players. Call out sentences that contain the vocabulary word. Students must look for the picture that portrays the word and slap it. The student who slaps it first gets to keep the card. After all sentences are given out, the student with the most cards wins.

Go Fish

This is a follow-up to *Slap*. When students are confident with recognising the words, they may then move on to *Go Fish*. Give a duplicate deck of cards to the pairs and tell them to shuffle. Play *Go Fish* by having students for questions containing the vocabulary words. For example, "Do you like swimming?" The other student will answer either "Yes I do" or "No I don't, go fish."

Cartoons/Picture Books

Focus: Conversation

Students' Level of English: Beginner Intermediate Advanced

Materials needed: duplicated newspaper cartoon or wordless story,

Objective(s): for students to improve writing skills, learn cultural aspects, use English collaboratively

Procedure:

- Brainstorm knowledge of newspaper cartoons—present simpler cartoon as appropriate to level. Identify vocabulary terms.
- Present copy of cartoon with dialogue bubbles whited-out. Student groups/pairs brainstorm new dialogue. Teacher helps with vocabulary and gives feedback on grammar.
- Younger students can color in the cartoons with crayons.
- Post cartoons on wall and share.

Note: this also works well with cartoons without dialogue or wordless story books. Students write narration instead of or in addition to dialogue. It can work with any level.

Follow up: Ambitious or artistic students can draw and write their own cartoons. A variant would be to translate well-known stories (Cinderella, for example) to cartoons.

Bloopers

Work in pairs. See if you can detect what's wrong and correct them. Then show your corrected versions to the pair sitting next to you. ▢

- We're skating on thin water here.
- You should see his skin. He's got terrible taxidermist!
- He'll be sadly mist.
- A Porsche is stylier than a Jeep.
- (from an advertisement for knickers) Soft handle of fabric for comfort.
- Some of the protesters even shimmied up the trees.
- We'd have to have withdrawn otherwise, because individuals couldn't put their homes on the line.
- A runaway pig was flaunting the law.
- Winston claims to be the only politician with any virtue but his virtuosity is no greater than anyone else's.
- We hope you will partake in our community concert.
- To all intensive purposes

If you teach at a school or institute or if you are working or studying at a teacher-training college, why not send us your ideas for this supplement? Any ideas or teaching plans which have worked for you could just as well work for someone else. Solidarity helps - share your work!

T-shirts

Manufacturer:

Colour(s):

Description of 'picture':

Text:

Translation:

Spelling/grammar mistakes ?

Look at your favourite T-shirt and then answer the questions in the spaces on the right.

If you like go out in the street and find someone wearing a T-shirt and fill in the details

ELT News & Views is a division of Victoria Language Services. It is an independent publication and has no special relationship with any book suppliers, publishers or academic body.

Although published in good faith, letters, advertisements and articles that appear in this newsletter do not necessarily reflect the views of the editor and constitute neither an endorsement nor a recommendation.

Furthermore, *ELT News & Views* will not be held responsible for the reliability of information provided by advertisers or contributors.

No part of this newsletter may be reproduced in whole or in part without the written permission of both the editor and the author(s).

This newsletter was produced on Apple® Macintosh™ computers using Microsoft Word® and Aldus Pagemaker® software. Masters were prepared on Apple® LaserWriter Select® and Linotronic® printers.

June 1997 issue set by Victoria Language Services and printed by Impresos Victoria.

Reading jigsaws now available on diskette

If you found the Sherlock Holmes jigsaw exercise useful you may like to know that as a special service to its readers *ELT News & Views* has arranged with Neville Britten that we will distribute a collection of 50 of his jigsaw reading puzzles on diskette at a special low cost of US\$ 10 to addresses in Argentina and US\$ 12 to addresses in Bolivia, Brazil, Chile, Paraguay and Uruguay. We are sorry that for the time being we can only mail to these countries.

To receive this material send us a letter or fax authorizing us to deduct the above amount from your credit card (VISA and Mastercard only), giving your full name, credit card type, number and date of expiry, and the address to which you want the diskette sent. In Argentina we can also accept *giros postales (not telegráficos)*. State which system you would like (Word for Macintosh, Word for Windows or Word Perfect 5.1). We shall send the diskettes to your address by registered post. Offer open to current subscribers only.

Subscribers may also collect these diskettes from our office but as we do not attend the public all day or even every day you are advised to ring first to avoid a wasted journey. In these cases payment can be by cash or by a cheque drawn on a bank in the city of Buenos Aires central clearing area.