

# SWAPSHOP

## SUPPLEMENT 4.3

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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.

### Answer to 'Shakespeare cloze' exercise.

*If music be the food of love, play on;  
Give me excess of it, that, surfeting,  
The appetite may sicken, and so die,  
That strain again - it had a dying fall;  
O, it came o'er my ear like the sweet sound  
That breathes upon a bank of violets,  
Stealing and giving odour.*

### ELT News & Views

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### This issue's Jigsaw reading - *Death of a Criminal*

Comments from Neville Britten: *This is a fairly complicated case with some rigorous deduction. Students may suggest that the insurance company would possess Howard's fingerprints, in which case they could immediately see that the corpse was of another person. To which you can answer that the fingerprint identification was only discovered 20 years after this crime; that insurance companies do not take the fingerprints of clients taking out life insurance policies; and that in any case identical twins have the same fingerprints. I am only sure of the first of these three points; if you or your students can give me any information about the last two I would be most grateful.* (Neville can be contacted at: Calle Clara del Rey 52, Bajo Derecha B, Madrid 28002, Spain).

If you find 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 the author 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.

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.

## JIGSAW READING

This issue's *Swapshop* contains another jigsaw reading exercise, *Death of a Criminal*, 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

LONDON & ROYAL LIFE INSURANCE  
45 BOW STREET  
LONDON W1

Monday 12 December 1882

Dear Mr Holmes,

My name is Henry Sedgewick, and I am manager of the London & Royal Life Insurance Company. I am writing to you to ask you to investigate an extremely suspicious case which has occurred.

A month ago, a man called Howard Edwards insured his life for £100,000 with this company. We agreed to pay his wife Marilyn the money if he died before her.

Two days ago, on Saturday 10 December, Mr Edwards was murdered. He was found dead in his house in Battersea in south London at six o'clock in the evening. His throat had been cut. The murderer had also made a cut on the top of his right hand, from the wrist to the end of the thumb. I have no idea of the significance of this incision: perhaps it is some secret sign.

At first we suspected that Mrs Edwards had killed her husband to get the £100,000. But there was no way in which Mrs Edwards could have committed the crime. Her husband had taken her to the vicar's house at nine o'clock. After greeting the vicar and his wife, Mr Edwards had left Marilyn there. She spent the entire day with the vicar and his wife at the zoo with a party of poor children from Battersea. Mrs Edwards was with the others all the time. The vicar and his wife took Mrs Edwards back to the Edwards' house at six o'clock, and were with her when she discovered the body of her husband.

But even if Mrs Edwards did not do it herself, she still might have been involved in the crime. Although they had been living together for several years, she had only married Howard Edwards a month before he took out the insurance policy. And we also discovered that Howard Edwards had a criminal record. In 1878 he was sent to prison for three years for fraud. Mrs Edwards, who is a beautiful tall woman with blue eyes and blond hair, also has a bad reputation. Various married men paid her large sums of money, and though nothing illegal was ever proved against her the police suspect she was blackmailing them.

Howard Edwards was an orphan. His real parents were Bosnians and died in the great Sarajevo earthquake of 1857. He was adopted by a British couple named Edwards, which is how he got his name. Both his adopted parents are now dead.

We are sure that Mrs Edwards was involved in the murder of her husband, but we cannot prove it. If we get no evidence against her we shall have to pay her the money. We hope you will agree to investigate the case, Mr Holmes.

Henry Sedgewick

## Text 2

Friday 9 December 1882

Dear Mr Holmes,

My name is Stephen White, and I am leaving you this note because you were not at home when I called to see you this evening. I wanted to speak to you because something extremely strange is happening to me. It all began four months ago, in August. I was travelling home in the underground one day when I felt that someone was looking at me. I looked up and saw a pair of the most lovely blue eyes studying my face very hard from the other side of the carriage. They belonged to a tall blonde girl of about my age, the most beautiful creature I had ever seen. She looked away when she realised I had noticed her. I then looked out of the window, and saw in the reflection of the glass that she was looking at me again. She was still watching me when I got out of the train.

Then one day in September Mr Brown the grocer told me a very strange story. A beautiful blonde had been in his shop the day before and shown him my photo. She asked him if he knew my name and where I lived. 'I didn't tell her a thing,' said Mr Brown, 'but I hear she was asking in all the shops near the underground station. She really must be very interested in you, Stephen. I wish I had a woman like that asking questions about me. You lucky man!' I couldn't understand it at all. I didn't know any blonde women, and I had forgotten about the woman in the underground. And how had she got my photo? I only had two photos of myself and they were both at home.

Yesterday evening she was waiting for me when I came out of the underground. She smiled at me and we began to talk. The woman asked me a lot of questions. She wanted to know if I was English. Of course I was, I answered. Was I sure, she insisted. Yes, I said. She asked me about my parents, and I told her that my father was dead but my mother was still alive and I lived with her. I also had a lot of questions. Why was she so interested in me? How had she got hold of my photo and why had she been asking about me in the local shops? She promised I would understand everything if I met her at eight o'clock tomorrow morning - Saturday - at Battersea Underground Station in south London. But I mustn't tell anyone, she insisted, it was a secret between the two of us.

Well, Mr Holmes, I shall go to this mysterious appointment, but it's all very suspicious. The woman told me to keep it secret, but I am not sure that I trust her. What do you think this is all about?

Stephen White

## Text 3

41 Westbrook Grove  
London W1

2 March 1883

Dear Mr Holmes,

My name is Mary White, Mrs Mary White. I am writing to you about my son, Stephen, who disappeared on the morning of Saturday 10 December last year. Stephen was a good boy, Mr Holmes, and was never in any trouble or mixed up in any crime. He was adopted, though my husband and I never told him and he always thought we were his real parents. In fact we adopted Stephen at the time of the dreadful earthquake in Bosnia 25 years ago. In the earthquake the maternity hospital in Sarajevo was totally destroyed and scores of new-born babies were pulled from the rubble. Many of these orphans were brought to this country and adopted by British people like ourselves.

I mention this because the night before he disappeared Stephen suddenly asked, 'Mum, am I British? Really British, I mean?'

I was amazed at his question. 'Of course you are,' I lied. 'What an extraordinary question. Why do you ask?' Stephen said it didn't matter, it wasn't important, and we dropped the subject, but when he disappeared the next day it occurred to me that there might be some connection between my son's disappearance and his strange question about his nationality.

That morning, Saturday 10 December, Stephen left the house very early, at about half past six. He told me he was going to visit a friend somewhere in south London. That was all he said. When he hadn't returned by the next day I told the police.

For three months nothing happened. Seven times the police called me to see the bodies of unidentified young men, but none of them was my boy. Then two days ago a man with a dog found the body of a young man in a shallow grave in Epping Forest, just outside the town of Ilford, 20 miles east of London. The body had been stabbed through the heart, and, according to the police doctor, had been dead for about three days. The police asked me to come and see the body.

It was my Stephen, Mr Holmes. It was his hair, his face, his body - except for one thing. My boy has a very noticeable scar which runs across the top of his right hand from the wrist to the end of the thumb where he cut himself on a broken bottle when he was two. And this person did not have the scar. I don't know what had happened. How had he managed to get rid of the scar? And why had he got rid of it? And who had killed him? It is all so confusing. What do you think, Mr Holmes?

Mary White

## Text 4

221B Baker Street  
London W1  
3 March 1883

Dear Mrs White,

I am afraid that your son Stephen is dead, despite your hope that he might still be alive. He was murdered the day that he disappeared from home, 10 December 1882. His killers were a man called Howard Edwards and his wife Marilyn, who cut Stephen's throat in their house in Battersea, south London.

The story began when your son saw a beautiful woman in the underground one day in August. The woman stared at him, thinking that he was Howard Edwards, with whom she was living. When Marilyn later told Howard Edwards about the mysterious man she had seen who was his double, Edwards realised that he must in fact be his twin brother, both of them having been rescued from the rubble of the maternity hospital at Sarajevo in the earthquake of 1857.

Edwards and his lady-friend began to plot the death of your son. She appeared around your neighbourhood showing people a photo of Edwards and asking them for information about him. The next step was for Howard and Marilyn to get married. A month after their marriage Howard Edwards took out a life insurance policy for £100,000.

On 8 December Marilyn Edwards was waiting for Stephen White when he came out of the underground. She asked him to meet her on Saturday morning at Battersea Underground Station and your son agreed. She also asked him if he was sure he was British, no doubt checking to see if he knew that he was an orphan from Bosnia.

When Stephen met Marilyn at eight o'clock on Saturday morning she took him to Howard's house, where the two of them murdered him. They also made a cut in the top of his right hand to cover the scar which would otherwise have shown the insurance company that the dead man was not Howard Edwards.

Marilyn had met Stephen at eight o'clock on Saturday morning; by nine o'clock Edwards was seen with her at the vicar's house. Mrs Edwards then spent the day in the company of the vicar and his wife, who were with her when she discovered the body of her 'husband' that evening, thus providing her with a perfect alibi. Edwards himself went into hiding.

The last chapter of this dismal story came two months later in March, when the body of an unidentified young man was found in a shallow grave in Epping Forest. This young man looked like Stephen but, since he lacked the scar on his hand, clearly was not your son. Thus the body is Howard's, killed by Marilyn in order to get all the insurance money for herself.

Please accept my condolences. I am sending a copy of this letter to Inspector Lestrade of Scotland Yard.

**Synopsis:** Howard Edwards is a petty criminal, an orphan who was adopted by a British couple after the Sarajevo earthquake of 1857. He is living with another dubious character, a beautiful blonde by the name of Marilyn. One day Marilyn sees a young man in the underground who is identical to Howard. The couple realise he is Howard's twin brother, though the young man in question, Stephen White, does not know that he is an adopted child or that he has a twin. Howard and Marilyn get married and insure Howard's life for £100,000. Marilyn lures Stephen to their house in Battersea, South London, where he is murdered. Howard and Marilyn make an incision in the corpse's wrist in order to disguise a scar which he has there and which would immediately prove the body not to be Howard's. Howard then takes Marilyn to the vicar, in whose company she spends the rest of the day, thereby acquiring an alibi. Howard disappears and the insurance company is faced with the prospect of paying £100,000 to his widow, whom they rightly distrust. Marilyn subsequently kills Howard in order to get all the money for herself.

**step 1:** To establish the sequence of events.

1. Write on the board:

- i. Stephen first sees the mysterious blonde in the underground
- ii. Marilyn and Howard get married
- iii. Howard takes out a life insurance policy
- iv. Stephen White disappears
- v. A body is found in Howard's house
- vi. A body is found in Epping Forest.

Tell the students to find the answers, which are:

- i. August 1882
- ii. October 1882
- iii. November 1882
- iv. 10 December 1882
- v. 10 December 1882
- vi. March 1883

**Step 2:** To establish that Stephen White and Howard Edwards were twins.

2. Where had Stephen White been born?  
- *In the maternity hospital in Sarajevo at the time of the earthquake in 1857.*
3. And what about Howard Edwards?  
- *He was also Bosnian in origin, adopted by a British couple after the Sarajevo earthquake.*
4. Marilyn was living with Howard Edwards when she met Stephen White in the underground in August 1882. Why do you think that she stared at Stephen? Do you stare at strangers of the opposite sex in the underground?  
- *She thought he was Howard.*
5. Why did Stephen look so like Howard that Marilyn, who was living with Howard, confused one for the other?  
- *Because they were twins.*

**step 3:** To establish that the corpse in the house was Stephen's and the corpse in Epping Forest was Howard's.

6. We have decided that Howard and Stephen were twins. Was the corpse in Epping Forest Stephen's?  
- *No, because there was no scar on the hand.*

7. And so whose was the corpse in Epping Forest?  
- *Howard's.*

8. And whose was the corpse in the house in Battersea?  
- *Stephen's.*

**step 4:** To establish that Marilyn and Howard killed Stephen.

9. So one day Marilyn saw a man in the underground who looked just like the man she was living with. She and her boyfriend realised that this person was his twin brother. What would you do in these circumstances?

- *Go up to him, say you must be the twin brother of my boyfriend who was an orphan, fantastic, you must come home and meet him, this will be the happiest day of his life.*

10. That is the natural way to react. Why didn't Marilyn do this?

- *Because she was thinking of killing Stephen.*

11. And when she eventually invited Stephen to meet her at Battersea underground on December 10 she told him not to tell anyone. Why?

- *Because she and Howard were going to kill Stephen.*

12. And why did Marilyn and Howard kill Stephen?

- *To get the insurance money.*

13. Can you establish what time on Saturday Stephen was killed?

POSSIBLE PAUSE FOR GROUP DISCUSSION

- *Between eight o'clock in the morning, when Stephen met Marilyn at Battersea Underground Station, and nine o'clock, when Howard took Marilyn to the vicar's house.*

**Step 5:** To establish that Marilyn killed Howard.

14. We have decided that the corpse in Epping Forest was Howard's. Who killed him?

- *Marilyn.*

15. Why should she kill her husband?

- *To get all the money for herself.*

**Step 6:** To tie up loose ends and to occupy groups which have discovered the broad outlines before the others.

15. Why was there a cut in the dead man's hand?

POSSIBLE PAUSE FOR GROUP DISCUSSION

- *Because Stephen White had a scar there. The cut was to cover the scar. There is no way of removing a scar, or there wasn't a hundred years ago: the only thing you could do was cover it with a cut.*

16. And how did she get hold of his photo, which she was showing the local shopkeepers?

- *It wasn't a photo of Stephen, it was a photo of Howard.*

17. And why did Mrs Edwards ask Stephen about his nationality?

- *To see if he knew about his Bosnian origin.*

**If you enjoyed this jigsaw exercise you may like to buy the *ELT News & Views* diskette, published by arrangement with Neville Britten, which has fifty similar sets of texts. Price is US\$10, payable by credit card. Contact us for more details.**

Permission to use the exercises *Find the Mistake* and *Idiom* on this page has been granted by Language Teaching Publications. These extracts are taken from *Lessons with Laughter*, a photocopiable resource book written by George Woolard, © LTP 1996, ISBN 1 899396 35 7. The original book is in A4 format, spiral bound and illustrated with attractive graphics.

## Idiom

*Can you complete these jokes? Try first without looking at the answers. Each answer depends on a common English idiom. Do you understand each one?*

- 1 Why can't you play jokes on snakes?
- 2 When is an actor happy to become a thief?
- 3 My mother made a terrible mistake today. She gave my father soapflakes instead of cornflakes for breakfast. Was he angry?
- 4 Two flies flew onto a coffee cup and argued about who arrived first and who should get to drink the cold coffee. Which one got angry and left?
- 5 Why is it impossible to play tennis quietly?
- 6 How could you help a starving cannibal?
- 7 When does patient find an operation funny?
- 8 Why did the tired man put his bed in the fireplace?
- 9 When are mosquitoes annoying?

*Now try to match the following answers to the questions*

- A When he steals the show.
- B He wanted to sleep like a log.
- C Only foaming at the mouth.
- D Give him a hand.
- E Because you never pull their legs.
- F The one that flew off the handle.
- G When it leaves him in stitches.
- H When they get under your skin.
- I Because you can't play it without raising a racket.

## Find the Mistake

*Each text on this page contains a mistake where one letter in a word is wrong. For example, if the word should be **hat**, perhaps it is printed as **hot**.*

### 1. LONELY HEARTS

Small, single, intelligent woman wishes to meet tall, attractive, non-smoking mule. Please send photos and phone number to Box 242.

### 2. ARIES (Mar 21-Apr 20)

This is an important week for you. You will meet somebody who can change your wife. Listen carefully and many of your problems will go away and this will be a happy time for you.

### 3. Relax in the quiet atmosphere of **HARRY'S BAR**

Meals served in the restaurant from 12.00 - 2.30 and 5.00 - 11.00 . Bad snacks served all day.

### 4. **SMITH SENT OFF**

Bobby Smith, the English international footballer, was sent off during a match against Germany. The referee showed Smith the red card after he licked the German goalkeeper in the last minute of the game.

### 5. 46, High St. Small comfortable flat for sale in the town centre. One bedroom, large kitchen, and loving-room. Suit young couple with no children. £ 45,000 o.n.o. Visiting Sat & Sun 2.00 - 4.00 pm.

### 6. **BOEING'S NEW PLANT WILL CARRY 800 PASSENGERS**

### 7. *Dear Juliet,*

*I must see you as soon as possible or I will go mad. Please meet me outside the cinema on Saturday night at six. I don't want there to be any trouble, so sell your parents before you come.*

*Much love,*

*Romeo*

### 8. TELEVISION

- |      |                                       |
|------|---------------------------------------|
| 3.05 | The secret life of plants.            |
| 3.30 | Football. Ajax v Liverpool            |
| 6.00 | News followed by News for the dead.   |
| 6.20 | Weather                               |
| 6.30 | The Natural World: Food from the sea. |

### 9. A seven-year-old boy got a free trip to America last month, on the Queen Elizabeth II, one of the world largest ships. He didn't have a ticket but he told a member of the crew that his parents were on the boat and they had his ticket and passport.

### 10. **HOLIDAY of a LIFETIME**

- Get close to nature.
- Sleep under the stars.
- Eat outside at an open fire.
- Go where you like.
- Hire a cat to take you into the jungle.
- Photograph wild animals.
- Phone 1211 443 4567

## Find the Differences

Neville Britten

**Language:** Describing pictures

**Playing time:** 15 - 30 minutes, depending on the level of the class, more for a lower level

*Classes at upper-elementary lower-intermediate level get a lot out of this activity, and even advanced groups think it useful and fun.*

*This game needs material, which you have to provide and is not included here. You know those things that appear in Sunday newspapers, two nearly identical cartoons with ten tiny differences - a squiggle here, a line there? Something like that, but you'll have to take the tippex\* and make it up to 15 differences or even more. Also you will need to record a cassette - see below for details.*

*Give this cold to the class ('Work in pairs and without showing your sheet to the other find 15 differences') and it is a no-goer. However, the following methodology works:*

1. Divide the class into two halves, and give each half one of the two cartoons and tell them to describe it. They ask you for the vocabulary and make a note of it.
2. When they are prepared, re-group them in pairs with someone with the different picture. Explain that there are 15 (or X many) tiny differences, and that, without looking at each other's picture, they must talk together to find a few of them. Tell them that if they find five they will be doing very well.
3. After five minutes they will have found a few differences. Now students change partner so they are working with another person with the different sheet. Each person will have found different differences in their first interview and so they can tell each other of the differences they have already discovered. Note that they still cannot look at each other's cartoon. For a few minutes they carry on speaking till they find a few more fresh differences.
4. Repeat step 3 as many times as necessary until people have found all 15 differences.
5. Next give them fresh photocopies consisting of the two cartoons together. Now they are totally familiar both with the vocabulary and the concepts of the pictures upper elementary learners will be able to cope with a listening activity far beyond their usual scope.

Put on a cassette of a colleague describing the differences as she sees them, and the class write 1, 2 3 etc. against the changes as she describes them. (But do make your colleague be very specific numbering the differences (*Number one is the hat. In one picture there isn't a feather, in the other there is a feather. The second difference, difference number two, let me see, is ...* )

Even better you could record several colleagues doing the same task, one after the other. A pity not to make the most of an authentic listening opportunity that your students are getting a lot out of.

\* or liquid paper

## Time for reflection

### discussion points

*The following observations might make an interesting and provocative classroom filler for conversation as well as give cause for some very serious personal reflection about attitudes and presumptions.*

Imagine we could shrink the Earth's population to a village of precisely 100 people. With all existing human ratios remaining the same, it would look like this:

- There would be 57 Asians, 21 Europeans, 14 from the Western Hemisphere (North and South) and 8 Africans.
- 51 would be female; 49 would be male 70 would be non-white; 30 white.
- 70 would be non-Christian; 30 Christian.
- 50% of the entire world's wealth would be in the hands of only 6 people and all 6 would be citizens of the United States.
- 80 would live in substandard housing.
- 70 would be unable to read.
- 50 would suffer from malnutrition.
- 1 would be near death, 1 would be near birth
- Only 1 would have a college education.
- No one would own a computer

When one considers our world from such an incredibly compressed perspective, the need for both tolerance and understanding becomes glaringly apparent.....

## Using Songs in the Classroom

Find a song you want to teach and type the lyrics double-spaced on a sheet of paper. Make multiple copies (one per student or one per pair) and then cut the lyrics apart, line by line.

Then put all the strips corresponding to the complete song (out of order) in an envelope - this way each student / pair will receive all the lyrics of the song. The students then listen to the song as many times as necessary and as they listen

they have to put the strips in the correct order. Depending on the length and complexity of the song they may have to listen several times. A fun activity providing listening and reading practice, good for any level.





# Sing that Song

*adapted from an exercise by Vera Menezes*



Title of the song.....  
.....

Translation into your language .....

Singer's name(s) .....

Instruments used .....

Describe the mood .....

Some rhyming words .....

Message of the song: .....

New word(s) I learned .....

(meaning ..... )

I learned to pronounce the word(s).....

Phonetic transcription(s) .....

Try to write down the lyrics, some verses or, at least some words.

### Tricky Tongue-twisters

Bibi Boarder

**Thirty-three Finns** ( /θ/ v /f/ )

Thirty-three Finns found thirty free things.  
 Did thirty-three Finns find thirty free things?  
 If thirty-three Finns found thirty free things,  
 How many free things did thirty-three Finns find?

**Thirty-six Thick Thugs** ( /ð/ v /s/ )

Thirty-six thick thugs sought thirty sick thin slugs.  
 Did thirty-six thick thugs seek thirty sick thin slugs?  
 If thirty-six thick thugs sought thirty sick thin slugs,  
 How many sick thin slugs did the thirty-six thick thugs seek?

*The following words and definitions are taken from a dictionary of Slang. Can you match the two groups of words ?*

- a. on the make
- b. on the rocks
- c. shoot the breeze
- d. sugar daddy
- e. on the wagon
- f. gravy train
- g. sawbones
- h. go Dutch
- i. red neck
- j. the Man
- A. wealthy elderly man
- B. without funds
- C. surgeon
- D. each pays for his own food
- E. rural farmer from South
- F. the law
- G. talk idly
- H. not drinking
- I. ambitious
- J. good pay for little or no work

*Match the prefixes with the suffixes. It may be possible to answer some questions in more than one way, but there is only one way to answer all the questions correctly.*

- |           |         |
|-----------|---------|
| peer-     | -worthy |
| length-   | -ship   |
| lady-     | -dom    |
| odo-      | -hood   |
| trust-    | -ee     |
| dormi-    | -let    |
| book-     | -en     |
| child-    | -less   |
| classic-  | -eer    |
| king-     | -tory   |
| mountain- | -meter  |
| nomin-    | -ist    |

### Claim the Reward

David Gregory

- Level** Elementary +  
**Time** 15-30 minutes  
**Skill Focus** Writing, Speaking, Listening  
**Materials** Any picture of a man

Activities with pictures are perennially popular with students- the only problem for the teacher is finding new ones! This adaptation of the old 'describe a picture' activity requires students to use their imagination and introduces an element of competition.

**Procedure**

- 1 Let the class see that you have a picture, but don't let them see what it is.
- 2 Set the following scene: "Yesterday there was an armed robbery at the High Street Bank. You were all there and saw the robber, Ronnie Higgs. I want you to write a statement, describing him as accurately as possible. If your description matches the picture of Higgs I have here, you can claim the police reward of \$ 10,000."
- 3 The students, individually or in groups, write an imaginary description of the bank robber. Help with any language problems, but give no hint about what the man in the picture looks like.
- 4 When everyone has finished, show the class the picture and invite the students to read out their descriptions. At the end have a vote to see of any should pick up the reward.

**Variation 1**

You could get the students to describe an object: "A valuable watch (car, etc.) has been found. I have a picture of the watch here, and the person who describes it most accurately can reclaim their property..."

**Variation 2**

Similarly, you could get the students to describe a landscape: "Win a dream holiday for two! All you have to do is describe the mystery holiday location shown here in this picture..."

**Variation 3**

For higher level groups, you could miss out the writing stage by asking the students to describe the bank robber orally, and then showing them the picture.



# SHAKESPEARE'S CLOZE

Material provided by Bibi Boarder, 101621.2155@compuserve.com  
<http://ourworld.compuserve.com/homepages/MusicalEnglishLessons>



W	F	O	O	D	O	N	M	F	S	E	Q	Q	N	I	A	G	A	D	S	G	V	Z
I	E	H	T	C	J	M	A	P	O	M	G	I	T	R	K	P	N	V	N	S	S	L
S	T	P	M	S	T	U	Y	P	Q	T	S	K	P	R	S	A	V	I	A	M	V	I
C	K	B	O	F	V	Y	E	E	N	S	X	L	L	V	Q	E	T	G	U	P	K	S
S	T	E	L	O	I	V	B	X	H	T	J	Z	A	G	N	I	L	A	E	T	S	O
F	X	R	D	Y	O	I	U	C	T	R	C	M	G	I	E	P	R	L	S	S	F	L
X	H	O	E	I	O	M	I	E	H	A	R	K	A	F	T	F	C	W	E	L	O	U
M	O	G	M	V	F	P	Q	S	A	I	S	N	R	Q	C	L	E	T	V	K	R	O
F	Q	D	W	I	O	Z	E	S	T	N	X	U	H	X	C	H	M	U	E	U	I	B
T	M	V	Q	U	H	L	A	W	N	N	S	F	B	F	X	Y	A	Y	Y	E	P	L
T	H	U	K	T	C	Q	H	S	P	C	X	E	W	A	G	N	C	U	Q	H	W	Z
D	O	R	S	W	F	C	I	Q	E	O	A	R	A	L	M	N	P	I	X	G	Y	S
G	O	E	I	I	D	T	I	L	B	V	M	D	N	L	C	O	O	U	P	N	G	F
T	G	C	A	A	C	N	X	S	Q	E	F	I	I	X	N	R	Q	U	Y	I	H	O
K	B	T	P	O	J	I	U	U	U	R	Q	T	E	E	Q	L	Q	M	Y	V	A	G
Y	V	W	N	O	X	K	E	O	X	M	F	Z	I	V	S	X	R	V	L	I	D	R
N	A	Y	U	L	L	B	G	G	S	L	Z	B	R	E	A	T	H	E	S	G	B	X
Z	U	L	T	E	T	I	T	E	P	P	A	G	Q	E	E	A	F	F	O	A	K	L
F	F	I	P	E	V	I	G	P	Y	A	B	H	S	G	J	U	T	X	N	J	O	R
R	A	E	Y	G	C	S	I	C	K	E	N	O	B	S	U	K	K	K	N	V	F	T
Q	O	G	J	A	A	R	P	W	T	S	Y	A	L	P	F	R	V	V	E	S	O	D
Z	L	B	U	G	C	X	B	L	C	V	V	X	D	Y	I	N	G	R	B	I	N	Y
L	B	E	D	R	U	O	D	O	K	K	O	J	E	H	T	V	D	A	K	C	Y	T

**Instructions:** Complete the famous Shakespearean quote by finding the missing words from the word-search on the left. We give you one word, 'breathes', as an example. Some words are used more than once and contracted words are shown in full. Words can be found in any direction, both horizontally and diagonally, and backwards and forwards; the first letter of each word is given to help you. The 'answer' can be found on the front page of the *ELT News & Views* Swapshop supplement.

I \_ m \_ \_ \_ \_ b \_ t \_ \_ f \_ \_ \_ o \_ l \_ \_ \_ , p \_ \_ \_ o \_ ;

G \_ \_ \_ m \_ e \_ \_ \_ \_ o \_ i \_ , t \_ \_ \_ , s \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ,

T \_ \_ a \_ \_ \_ \_ \_ m \_ \_ s \_ \_ \_ \_ \_ , a \_ \_ s \_ d \_ \_ ,

T \_ \_ \_ s \_ \_ \_ \_ \_ a \_ \_ \_ \_ - i \_ h \_ \_ a d \_ \_ \_ \_ f \_ \_ \_ ;

O , i \_ c \_ \_ \_ o ' \_ \_ m \_ e \_ \_ l \_ \_ \_ t \_ \_ s \_ \_ \_ \_ s \_ \_ \_ \_

T \_ \_ \_ b \_ \_ \_ \_ \_ \_ u \_ \_ \_ a b \_ \_ \_ o v \_ \_ \_ \_ \_ \_ ,

S \_ \_ \_ \_ \_ \_ a \_ \_ g \_ \_ \_ \_ \_ o \_ \_ \_ \_ .