

SWAPSHOP SUPPLEMENT 5.1

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 the newsletter may be reproduced in whole or in part without the written permission of both the editor and the author(s).

Nevertheless, the contents of this Swapshop supplement (*but not the newsletter or the Feature Supplements*) can be photocopied for classroom use only on the condition that the page headers and footers are not removed. Although the type size is in some cases relatively small the pages are US letter size and can be easily enlarged on a photocopier to 200% in order to fit on a sheet of A3 size paper.

Where a person's name is given that person is understood to be the contributor of the material or idea. Items that do not carry a contributor's name are understood to have been compiled by the editorial staff of *ELT News & Views*.

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.

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.

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

There is no jigsaw reading puzzle in this issue. However, if you find the *ARMS TRADE* or other exercises by Neville Britten (who also writes the jigsaw reading passages we have featured in previous issues) useful you may like to know that as a special service to its readers *ELT News & Views* has arranged with Neville that we will distribute his material on diskette at a special low cost to addresses in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay. We are sorry that for the time being we can only mail to these countries.

With this issue of *ELT News & View* you should have received an order form with further details. If not, contact us and we will send you an order form.

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.

(Neville Britten himself can be contacted at: Calle Clara del Rey 52, Bajo Derecha B, Madrid 28002, Spain).

ELT News & Views

Año 5 N° 1, marzo de 1998
Propietario y Director: Martin R. Eayrs

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

Reg. Nac. de la Prop. Int. N°: 900.985

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 'Swapshop' se imprimió en el mes de marzo de 1998 en Impresos Victoria, Av. Córdoba 1330, (1055) Capital Federal, Argentina. Su distribución es gratis a suscriptores de *ELT News & Views*.

Text completion exercise with adjectives and adverbs

Inter/Post Inter

Here's an exercise to work with adjectives and adverbs. I used it as an oral exercise in my conversation class at Cambridge *First Certificate* Level but it can be modified according to needs.

- 1 Give your students the text. Give them some minutes to think it over. If you are working with a large group work in pairs. Be sure that they understand that there are no punctuation mistakes.

Instructions:

This text is not very nice, and in parts is not correct because all the adjectives, adverbs and some other words are missing. There is often, however, no visual indication of where words are missing. Add words to the text to make it more interesting. Then finish the story.

Text::

In the morning the man left the village. He was. He took the road which led to a town. After walking, he came to a path which cut country and led to the town. Leaving the road, the man passed through a gate and was walking the path. The fields were. the path, corn sheaves were in rows. The sign of habitation was a farmhouse where the sun was in the windows. the man heard the hum he thought that it must be a car the road. He expected the noise instead it ...

- 2 Ask your students to read their completed texts. Use this part of the class to work on possible grammar mistakes and collocations. Ask them to follow the reading attentively so as to be able to correct mistakes by themselves.
- 3 Talk about the different endings that may have appeared and how they feel about them.
- 4 Ask them to report some of the stories.
- 5 Finish the class with a "group story", every student or pair contributes in turns with one sentence until the story is complete.

I hope you like it, at first my students thought it was a bit difficult but in the end they enjoyed it.

Cristina Araujo

Variation on the above exercise

As a variation on the above text readers may like to indicate precisely where words are missing and even perhaps what kind of word is missing or what kind of mistake is to be corrected. The text could then look something like this:

*In the (ADJ) morning the (ADJ) man left the village (Adv).
He was (ADJ). He took the (ADJ) road which (ADJ) led to
a (ADJ) town. Etc.*

Modified in this way the text can be used at a lower range of levels and more teacher control can be exercised. Some teachers do not like to give students texts containing errors - others find it helpful to explain where the mistakes are in order to correct them.

ARMS TRADE

Neville Britten

Post-intermediate level
Suitable age 16+

Warning 1: You cannot play this game with fewer than 12 people. The version given here will suit class numbers up to 22 - above that number you will have to modify.

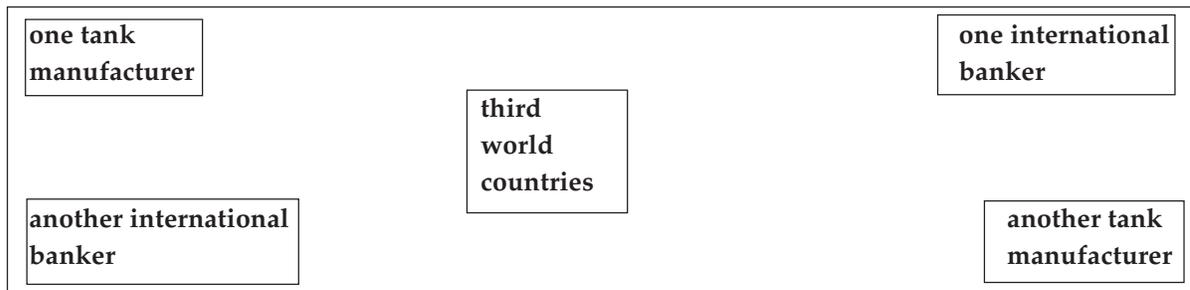
Warning 2: This is a politically incorrect game about exploiting third world countries and selling them weapons. Please decide carefully if you think this is suitable for your students.

[And please follow up by due deliberation of moral and ethical principles - this may be the most valuable part of the lesson - Editor].

1. This game takes a whole fifty minute lesson. It involves third world countries selling their raw materials to international speculators and using the money they raise to buy tanks.
2. The first thing you have to do is assign roles to students in the following proportions:

total number players	third world countries	international bankers	tank manufacturers	arms dealers	international speculators
12	2	2	3	3	3
13	2	2	2	4	3
14	3	2	2	4	3
15	3	2	2	4	4
16	4	2	2	4	4
17	4	2	2	5	4
18	5	2	2	5	4
19	5	2	2	5	5
20	6	2	2	5	5
21	6	2	2	6	5
22	7	2	2	6	5

3. Seat the third world countries in the middle of the room. Seat the tank manufacturers and the international bankers in the four corners of the room. None of the seated players may move from their chairs.



The room should look more or less like in the diagram above. The other people - the **arms traders** and **international speculators** - can stand up and move around the room.

4. Give each student the appropriate role card and time to study it. Give help as necessary. Students will know from their role cards what they are supposed to do, and it says on the role cards what money and cards each person should get. But it would help if you could get someone to give out the natural resources (each third world country gets nine different natural resource cards, which are numbered). The bankers will give out the money. The tank manufacturers need to have the tanks. You may have to watch that clever charlies don't cheat and take more than their fair share of cash and natural resources. Also remind arms dealers and tank manufacturers that they cannot deal in natural resources and the international speculators and bankers that they must not deal in tanks. If you catch anyone with something they shouldn't have confiscate the property without compensation. You may also choose to operate a bounty system: anyone who grasses on someone dealing in forbidden fruits can keep the confiscated property.
5. Stop the game five minutes before the end so everyone has time to calculate how much they have made. See who has made most profit in each profession, and which third world country has accumulated the most tanks.

See next page for how to prepare the material.

ARMS TRADE**Preparing the material**

This game involves between one and two hours of preparation on your part, but I assure you it is worth every second, and once you have got it set up you can play it again and again. Neville Britten reports that his original copy in Madrid has disintegrated through constant use.

1. Copy everything that appears below (on the following pages). This can be photocopied (enlarged if desired) and stuck on card. The better prepared, the longer the material will last.
2. Prepare as many role cards as you think you will need - see the grid on the previous page for details. Each third world country will need all the resource cards, so photocopy each resource card as many times as there are third world countries and cut them up. Photocopy and cut up two hundred tank cards. If you have a total of twenty students you are going to need a minimum of 360 million pounds. There are three denominations of notes - 1 million, 5 million & 10 million, and each sheet contains 10 notes. For a class of 20 make thirty 10 million notes (3 photocopies of the sheet), thirty 5 million notes (3 photocopies of the sheet), and a hundred and fifty 1 million notes (15 photocopies of the sheet). It is best to make the photocopies of different denomination bank notes on different coloured paper. If you have more than 20 students increase the proportions of money given here as necessary.

ROLE CARD - TANK MANUFACTURER

1. You are a tank manufacturer. The teacher will tell you where to sit in the class. Collect 100 tanks from the teacher. Once the game has begun you must not leave your seat. Put up a big sign saying TANK MANUFACTURER.
2. Each tank costs you one million pounds to produce. You must sell them to arms dealers at as high a price as possible so that you can make a good profit. However, there is another tank manufacturer (your rival) on the other side of the room, so your prices must be competitive.
3. Your prices are not necessarily fixed: you may vary them if you wish to, or offer discounts for bulk purchases.
4. You cannot sell your tanks direct to a third world country: you can only sell them to an arms dealer. You can sell to as many dealers as you wish to. You are not allowed to exchange tanks for natural resources. If the teacher catches you with natural resources she will confiscate them without compensation.
5. At the end of the game count up your money and calculate your profits.

ROLE CARD - ARMS DEALER

1. You are an arms dealer. You need £ 10 million to start the game: one of the international bankers will give it to you.
2. Your job is to move around the room, buying tanks from the tank manufacturers and selling them at a profit to third world countries. There are two tank manufacturers so you can see who has the cheapest prices. The tanks of both manufacturers are the same quality. You can sell to any or all of the third world countries.
3. You can only accept cash in exchange for your tanks: you give no credit and you are not allowed to take natural resources instead of money. If the teacher catches you with natural resources he/she will confiscate them without compensation.
4. Begin by buying tanks from the tank manufacturers and sell them to a third world country. Then invest your profits in more tanks.
5. At the end of the game count up your money and calculate your profits.

ROLE CARD - INTERNATIONAL BANKER

1. You are an international banker. Begin by taking the money and giving £ 10 million to each arms dealer, international speculator and third world country; do not give any money to the tank manufacturers. (Give them the money in £10 million pound notes, and later you they will come to you wanting change: when you change their note for them you can of course charge a commission - 10%?, 20%?, 50%? - you decide.) Then you take £ 100 million for yourself. The teacher will tell you where to sit in the class. Once the game has begun you may not leave your chair. Put up a big sign saying INTERNATIONAL BANKER.
2. Your object is to buy third world resources from international speculators. However, you cannot buy the resource cards at their face value because if you did you would not be making a profit. However, your prices cannot be too low either because there is another banker (your rival) seated opposite you on the other side of the room.
3. You must not become involved in the arms trade, nor can you buy natural resources direct from third world countries. You can only operate through the international speculators.
4. At the end of the game count up your remaining money and reckon up the value of the natural resource cards to see how much profit you have made.

ROLE CARD - INTERNATIONAL SPECULATOR

1. You are an international speculator. You need £10 million to start the game: the international banker will give you the money.
2. Your job is to buy natural resources from third world countries and sell them to the banks. There are several third world countries and two banks. You may deal with some or all of them.
3. Each natural resource card is marked with its face value in dollars. However, the banks will not give you its full value, and so you must buy the cards from the third world countries as cheaply as possible so you can make a profit.
4. Once you have sold one lot of natural resources to a bank, use your profit to buy more natural resources from a third world country.
5. You cannot become involved in the arms trade. If the teacher catches you with tanks she will confiscate them without compensation.
6. At the end of the game count up your profits.

ROLE CARD - THIRD WORLD COUNTRY

1. You are a third world country. The chief object of your existence is to buy tanks. There are several other third world countries, and at the end of the game the third world country with the most tanks is the winner.
2. The teacher will tell you where to put your chair. Once the game begins you cannot stand up and move around the room.
3. You need £ 200 million worth of natural resources, which comes in the form of natural resource cards. There are nine different cards, each of which has a different number. Make sure you have nine different cards. An international banker will also give you £10 million to start the game, after which various arms dealers will be visiting you to sell you tanks. The £ 10 million with which you start the game is for buying tanks. After you have spent that money you will have to sell your natural resource cards to the international speculators in order to get more money for tanks.
4. The arms dealers will accept only cash. Do not try to exchange your natural resources for arms.
5. You cannot deal directly with the banks or the tank manufacturers.
6. At the end of the game count up the number of tanks that you have bought and see which third world country has the most.



*The Bank
of Delusion*

1

promises to pay the bearer on demand the sum of

**ONE
MILLION POUNDS**



*The Bank
of Delusion*

1

promises to pay the bearer on demand the sum of

**ONE
MILLION POUNDS**



*The Bank
of Delusion*

5

promises to pay the bearer on demand the sum of

**FIVE
MILLION POUNDS**



*The Bank
of Delusion*

10

promises to pay the bearer on demand the sum of

**TEN
MILLION POUNDS**

Natural Resource Card 1**BANANAS**

value £ FIVE million

Natural Resource Card 6**DIAMONDS**

value £ THIRTY-FIVE million

Natural Resource Card 2**SUGAR**

value £ TEN million

Natural Resource Card 7**COCOA**

value £ TWENTY million

Natural Resource Card 3**TEA**

value £ FIFTEEN million

Natural Resource Card 8**COFFEE**

value £ TWENTY million

Natural Resource Card 4**PETROL**

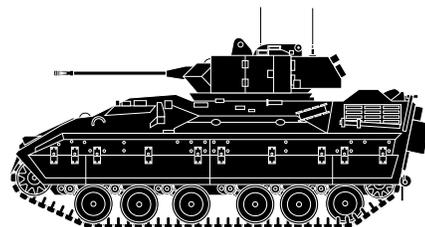
value £ FORTY million

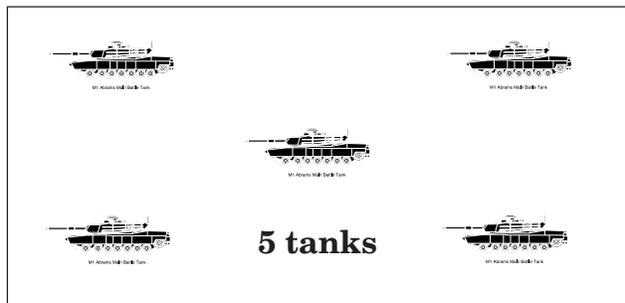
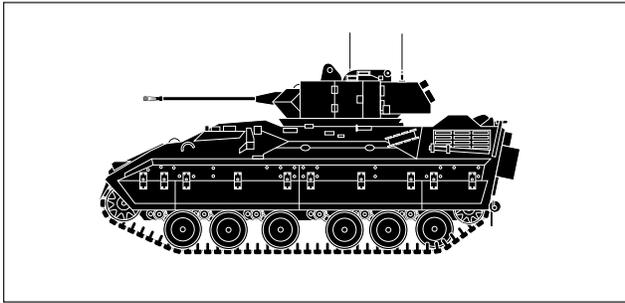
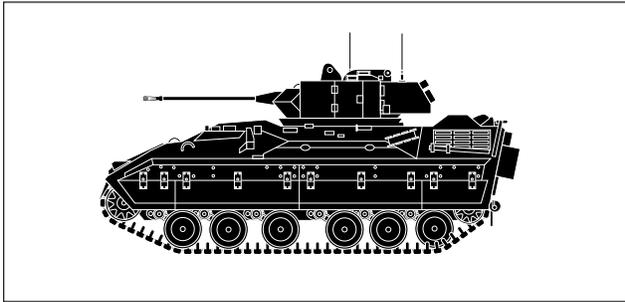
Natural Resource Card 9**IRON ORE**

value £ THIRTY million

Natural Resource Card 5**SPICES**

value £ TWENTY-FIVE million






The Bank of Delusion **1**

promises to pay the bearer on demand the sum of

ONE MILLION POUNDS



The Bank of Delusion **1**

promises to pay the bearer on demand the sum of

ONE MILLION POUNDS

Test your powers of logic

Intermediate +, Adolescent/Adult

Here is a nice pair / group exercise that combines reading comprehension with the chance to flex the mind's muscles a little.

- 1 If the letter E appears less than thirteen times in this sentence draw a circle round it. Otherwise do nothing.
- 2 If you can find the name Ali in the word California draw a square around the last word in this sentence but three. Otherwise do nothing.
- 3 If the letter G = 7 and the letter P = 16, what is the total of C + A + T ?
- 4 You must write the word DOG in the space here if this sentence starts with a vowel sound. Otherwise do nothing.
- 5 Write down how many times the word THE is used in all these questions.
- 6 Draw a circle around the thirteenth word in this sentence and the seventh word in the previous sentence.
- 7 If women are usually taller than men then write your name in the space here Otherwise do nothing.
- 8 If you think this is the last question write the words THANK GOODNESS in the space at the end of the next sentence. Otherwise write THANK GOODNESS here:

Answers on page 11.

Word Families

Inter/Post-inter

Work with a partner. Use a dictionary if you do not know all the words. Try to put each of the words below into its correct box according to its category. See if you can finish in five minutes.

Here are the words, in alphabetical order:

backdrop, backhand, balance of trade, broiling, casualty ward, chopsticks, compound interest, crutches, e-numbers, financing, injury time, lint, marketing survey, pitch, prompter, putting, spotlight, stage, stretcher, waffles.

Below you will find five boxes, corresponding to the categories of 'Business', 'Food', 'Hospitals', 'Sport' and 'the Theatre'. Put each of the words in one of the boxes. Answers on page 11.

Business	
Food	
Hospitals	
Sports	
Theatre	

Find the Money

Post-inter/Advanced

In this word grid there are twelve words or expressions relating to money and financial transactions. The words run in the following directions only: ↓ □ ↘ .

Work alone or in pairs, using dictionaries if you want to. Try to find all twelve words in five minutes.

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

As a possible extension exercise you could ask the students to write a business letter or report using at least six of these expressions. For a longer exercise try to use all of them

You will find the answers to this grid on page 11



Rhyming Dice

Elementary/Pre-Int.



1. T. divides the class into two teams and gives a die (that's the singular of dice !!) to each team.
2. T. draws a grid for each team (on the board or OHT, or on a sheet of paper). See right for example.
3. The first team rolls the dice and has to think of a word that rhymes with the number they get. So if they roll 1 they have to find words rhyming with *eye*, like *pie*, *sky*, *my*, *fly*, etc.
4. Then it is the turn of team two to do the same. Each team writes the words into their grid.
5. The first team to complete one or more lines (as previously agreed) is the winner.

1	eye				
2	foot				
3	ear				
4	mouth				
5	hand				
6	chin				
7	leg				

Diagram 1. Sample chart for *Rhyming Dice*

A blue poem

Anonymous - For adults only !!

Finding stimulating and entertaining material for adult classes often presents difficulties. This popular poem has the advantage of being intelligible to learners of a very early age and the disadvantage of being written in a kind of 'Tarzan' English.

Weighing up the pros and cons it has possibilities, not the least of which is giving your students a good laugh. However, discretion should be exercised as to the suitability of this material for each class you contemplate using it with.

Man knock door
 Woman open door
 Man go in door
 Woman close door
 I wait
 Man and woman come out
 door together
 I follow
 Man and woman go station
 I go station
 Man and woman go train
 I go train
 Man and woman go hotel
 I climb tree outside hotel
 I look window
 He undress she
 She undress he
 She play with he
 He play with she
 I play with me
 I fall off tree
 So I not see

Possibilities:

1. Describe in your own words (orally) what seems to have happened in the story.
2. Identify as many language errors as you can and with a partner try to correct them.
3. Write your own poem or story in which you describe this or a similar incident.

Pronunciation Bingo

Pronunciation Bingo is just like ordinary Bingo except that instead of numbers you use minimal pairs in English.

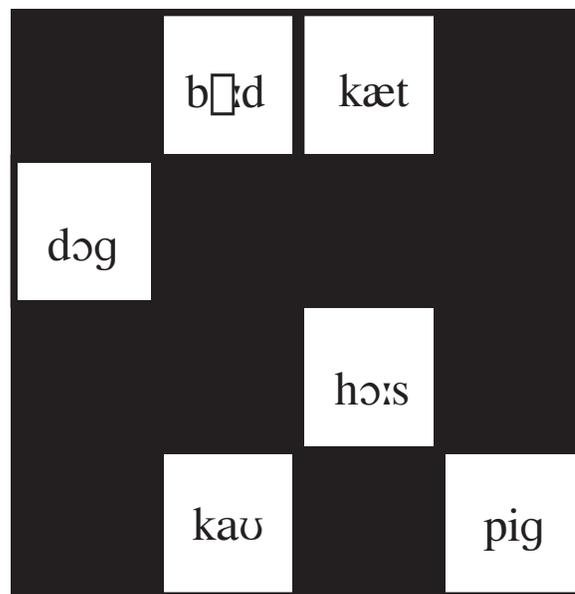
Make a set of bingo 'boards' for each student with ten or so 'numbers' but put minimal pairs instead of numbers. Depending on your students you can put phonetic symbols (/æ/), words ('cat') or pictures, or a combination of these. Make sure no two cards have the same combination of sounds.

To make the students' 'counters' write words which match the cue words on one side of cards and give a set of cards to each student. The student puts these 'counters' face up beside his board.

The teacher puts one set of cards face down, shuffled, and reads them out one at a time.

As in real Bingo the first student to fill his card correctly is the winner.

Here is a sample board (reduced size) which concentrates on five vowel sounds:



The 'counters' on which the paired words are written should be more or less the same size as the squares they will cover.

Variations:

1. For lower levels all students can have the same card. That way the teacher will know when they should be finishing and can monitor all the students equally efficiently.
2. Students can read out the cards instead of the teacher.



Who writes Swapshop ?

Not all material need be professionally or expensively produced. All teachers, young or old, experienced or inexperienced, have lessons that have worked for them at some stage and which they would like to share with other people.

Here one subscriber, Irene Lucash, tells readers about some ideas she has found useful. We print her letter as we received it as an illustration and encouragement to other readers.

Dear Editor,

Here I'm sending you some of my ideas to share with other teachers. I would like if possible to have them published in your section SWAPSHOP.

One of the aspects of teaching I am interested in is how to make the lesson more enjoyable and meaningful at the same time. So that's why I'm specially interested in games, which I believe are an essential part in learning as they have many advantages: they are fun, motivate our students, they have everybody engaged in a certain task but not "just for the sake of grammar", and above all, our students keep repeating and using the structures we want without even realising about it and thus, without getting bored at the second time they are supposed to repeat it.

So here goes one of my Ideas, which I tried with a course for adults and worked pretty well. What I wanted them to practise was Present Perfect plus some adverbs such as already, yet, just, still, for and since. So what I did was to take a big dice I prepared and stick onto its six sides colour-papers with six adverbs. Once in the classroom I laid a pack of cards containing verbs in their 'infinitive forms and presented the dice too. Their task to get a point was to throw the dice and take a card from the pile and using both words make up a correct sentence. Some of the sentences were not very meaningful but all the students tried as hard as they could to get the adverbs in the right place and the past participles too.

Another guessing game I find attractive and so do my students is a variation of the classic "What would you do if you . . . ?" second type conditional. In this case I asked my students what they thought another student would do in such and such situation. Students not only concentrated on the structure but also on trying to get a correct answer according to the knowledge they had about their companions. Afterwards, I asked the person in question if what his companion had said was right or not, whether he would do thus or not. So apart from practising our English, we also got to know each other better.

One last idea has to do with 'will' used to express promises for the future. In this case I used a very well-known topic, especially by adults: politicians and their election campaigns. So I put up a poster showing my promises It began "If you vote me I will....." Then I asked them whether they would vote me or not and most of them (tired of promises) said "no", and so came my obvious question: why? This gave way to much encouraged talk and different opinions. Next, I presented some topics which they could take into account, such as education, health system, childcare, etc. and others they could add to the list to make up their own election campaigns. They were divided into different "political parties" with their own heads, secretaries and all. Much discussion went on as they make up their posters with their parties' promises. After that I had to vote for one of the parties, and once the election was finished and a leader elected, the opposite parties were given some time to put questions to the new president and his staff. I can guarantee that they really got on their roles, and worst of all, they began talking as politicians do. Terrible!

This is going to be all for now. I hope teachers will find my ideas, or part of them, useful and can have as much fun, and more important than that, many results, as I got. All the best,

Irene G. Lukasch

One word poems

Intermediate +

ELT author Brian Tomlinson* has highlighted the usefulness of what he calls 'one word poems'. Each 'poem' consists of one word, usually a compound, quasi-compound or invented compound, whose parts conjure up an image of some kind.

Examples given by Tomlinson include the following:

Bookfall

Sunwent

Drumstill

Tell the students to think about the words (perhaps with their eyes closed) and in the box (or just on a sheet of paper) to either draw a picture or write a short description, describing what the words mean to them.

Here are some more words you can try (not from Tomlinson):

- Cakefly* *Hammerhead*
- Cowpaper* *Flowerbell*
- Crytime* *Pianochain*
- Darkwalk* *Tinkleglitter*
- Staggernight* *Ghostparty*

Notice these do not have to be real words and teachers can very easily make up their own poems. Much more fun, however, is to get the students to make them up themselves and give them to their partners.

Giving the students the chance of drawing or writing (or both) allows students to respond to the feelings in their own way. At the end of the day, they are their feelings, not the teacher's!

* in the book *Top Class Activities*, Ed. Peter Watcyn-Jones, Penguin 1997.

ANSWERS

Word Families (p. 8)

- Business** *balance of trade, compound interest, financing, marketing survey*
- Food** *broiling, chopsticks, e-numbers, waffles*
- Hospitals** *casualty ward, crutches, lint, stretcher*
- Sports** *backhand, pitch, putting, injury time*
- Theatre** *backdrop, prompter, spotlight, stage*

Find the money (p. 8)

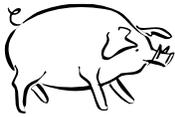


Test your powers of logic (p. 7)

- 1 The letter E occurs exactly 13 times in the first sentence of the question. Therefore the letter E should be circled
- 2 The name Ali is in the word California, and therefore there should be a square around the word 'this' in the first sentence.
- 3 The numbers refer to the order of the letters in the Alphabet (A = 1, B = 2, C = 3, etc.). Adding (C = 3) + (A = 1) + (T = 20) we get a total of 24.
- 4 The first sound in the sentence is a /j/ sound which is NOT a vowel sound. The student should do nothing.
- 5 The word THE occurs twenty times altogether.
- 6 There should be a circle around the word EIGHTH in sentence 6 and the word WORD in question 5.
- 7 Women are usually shorter than men so the student should do nothing.
- 8 There is no way out of this: the student has write THANK GOODNESS in the space provided.

Answer to Country Crossword (page 12)

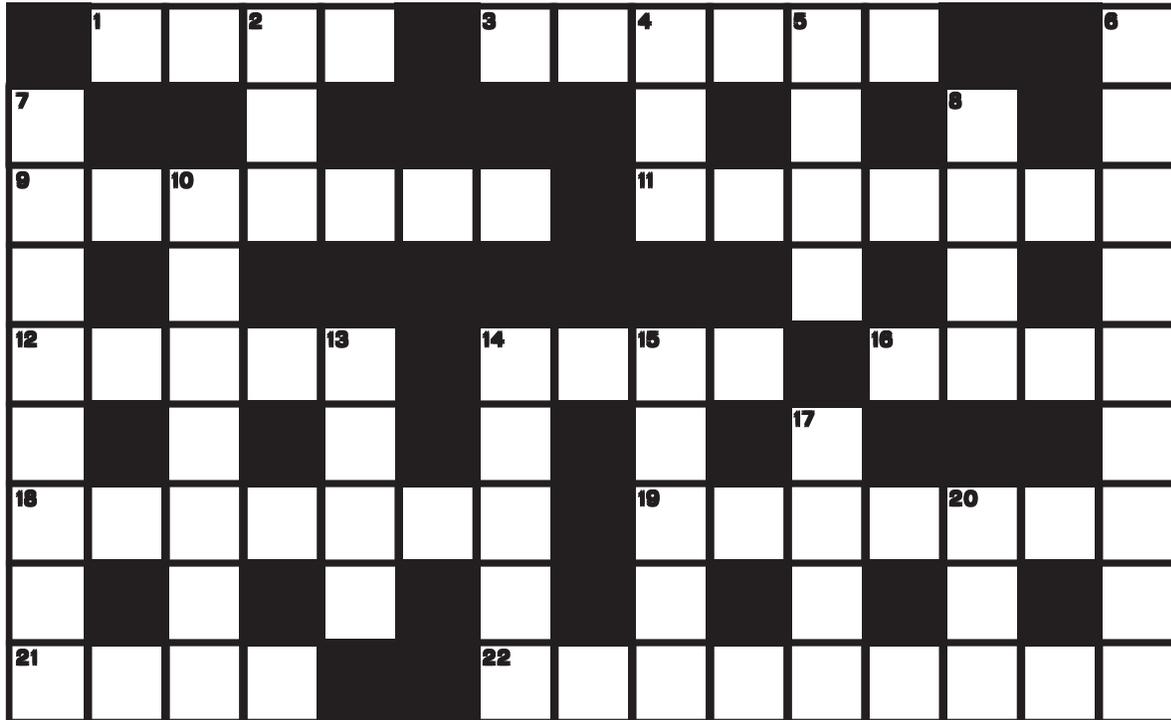




A Day in the Country



Intermediate level



Across:

- 1 It flies in the air
- 2 Areas of land in the countryside
- 9 A small house in the country
- 11 Farmer Giles is . . . wheat on his farm
- 12 A means of transport
- 14 Where the sun goes down
- 16 Water can be shallow or . . .
- 18 People who paint pictures
- 19 Many . . . live on the farm
- 21 It's light during the day and . . . at night
- 22 Men who look after sheep

(Answers on page 11)

Down:

- 1 It looks like a big mouse
- 4 This comes from a hen
- 5 Don't . . . your litter in the country
- 6 These tell you which road to take
- 7 A country to the north of England
- 10 To travel on a horse
- 13 A farm vehicle
- 14 Where you can find 1 across and 4 down
- 15 Poisonous reptile with no legs
- 17 You find these in rivers or lakes
- 20 What you breathe