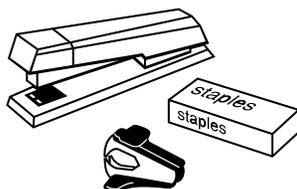
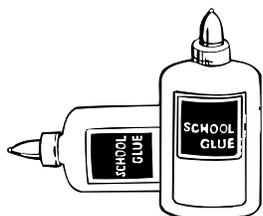
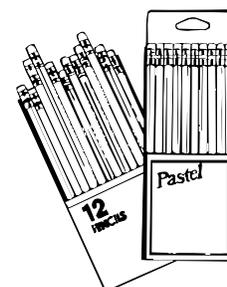


SWAPSHOP

SUPPLEMENT 5.2



**Practical teaching ideas
and photocopiable activities**



Issued free with
ELT News & Views
June 1998 Issue

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*.

ELT News & Views

Año 5 N° 2, junio 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 junio de 1998 en Impresos Victoria, Av. Córdoba 1330, (1055) Capital Federal, Argentina. Su distribución es gratis a suscriptores de *ELT News & Views*.

If you enjoy the jigsaw reading passages and related exercises featured in this and previous issues and find them useful you may like to know that as a special service to its readers *ELT News & Views* has arranged with author Neville Britten to 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 of the jigsaw reading exercises and other diskettes. 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).

How S W A P S H O P works

Swapshop is a space for the interchange of teaching ideas and material.

It is common for teachers who have prepared a lesson that went well to want to share their ideas with others and Swapshop provides that forum.

What you share can be anything - from a complete lesson plan to a tiny 'filler' activity - simply something that worked for you and which you would like to share with other teachers.

We invite you to send us YOUR contributions. These should be photocopiable and based around the page size for *ELT News & Views*, which is US Letter size (in fact the usable 'box' is 17.2 x 24.5 cms).

If you draw or sketch out your ideas we will print them up for you and add graphics if required. Alternatively you can prepare the whole thing yourself - with or without a computer - and send it to us on paper (we will scan it) or on diskette.

Articles should not normally be more than one page in length unless previously arranged with the editor. If you do your own artwork this should be in high contrast black and white and should be as clear and simple as possible. If you are sending an idea describe it clearly and simply.

If it is a complete activity or includes artwork, graphs, tables, etc, these should be drawn in black ink or laser printed, and be ready for scanning or printing.

This newsletter was produced on Apple® Macintosh™ computers using Microsoft Word® and Aldus Pagemaker® software. Masters were prepared on Apple® LaserWriter® and Linotronic® printers. June 1998 issue set by Victoria Language Services and printed by Impresos Victoria.

JIGSAW READING

This issue's *Swapshop* contains another jigsaw reading exercise, *Lulu*, submitted by Neville Britten. This page carries some comments on jigsaw methodology. Pages 4 to 6 contain three student texts. Some additional notes for teachers can be found on page 7 and the 'solution' from Sherlock Holmes can be found page 8.

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

The Old Mill
Swandon, Essex
21 August 1907

Dear Mr Holmes,

My name is David Bradson, and I am the bank manager in the little village of Swandon in Essex. Last night my house was robbed and the only person who could have done it is Mary White, my maid. But Mary has been with my wife Elsie and me for ten years and she is more of a friend than a servant: I don't want to think that she could be responsible.

Let me tell you what occurred last night. I am a light sleeper, and I was woken up by the sound of a low whistle: it seemed to come from our front garden. A moment later there was the sound of an engine starting and a car drove away. I turned on the light and looked at my watch: it was 2.35. I got out of bed quietly without waking my wife and went downstairs to check if there was anything wrong. The windows and doors were locked and everything seemed to be all right till I came into the dining room.

Earlier that evening for supper Elsie and I had had bananas in rum. It had been so strong that we had had very little so we didn't get drunk. By then Mary the maid had already gone to bed so Elsie covered the rest of the bowl and left it on the dining room table. I distinctly remember that the bowl had been nearly full and must have contained nearly half a bottle of rum. Now, however, it was empty: someone had drunk the lot! A curious thing was that whoever had drunk the rum had had very dirty hands: there were black marks round the bowl where he had held it.

The next thing I noticed was that a silver tray and the silver candlesticks on the table had gone. We had been robbed!

But how had the thief got in? The doors and windows were locked. The only explanation is that Mary has a boyfriend who is a thief. He persuaded her to help him rob us, and she opened a window when she heard the whistle, handed our possessions out of the window to the man, and he drove off in his car. But he would be a very drunken driver with half a bottle of rum inside him.

Well, Mr Holmes, what do you think? Is our Mary a thief? I hope not. Elsie and I would rather not report this matter to the police until we have heard your opinion.

David Bradson

Text 2

24 Wellington Gardens
Swandon- Essex
21 August 1907

Dear Mr Holmes,

My name is Samuel Ingleston. I am writing to you about a most mysterious event that happened last night. First of all I should say I have lived alone ever since I left India six years ago: the woman who cooks and cleans for me does not sleep in the house.

Last night I was asleep at about three o'clock in the morning when I heard a scream of horror which seemed to come from directly below me. At first I thought someone had been murdered. I sat up in bed, my hair standing on end. I have never been so terrified in all my life. Then a second later there was a crash from the dining room, which is just under my bedroom. And next, from outside, I heard a low whistle.

Although I was terrified, I put on my dressing gown and hurried downstairs. When I turned on the light in the dining room I found a scene of complete chaos. The chandelier had fallen from the ceiling - this was the noise of the crash which I had heard - and pieces of glass lay all over the tiger skin rug on the floor.

For a moment I stood there, too shocked to move. Then I heard a car start up and drive away in the street. I just had time to look out of the window. I didn't have my glasses on and it was quite dark so I couldn't see very clearly but it seemed as if there were two people in the car.

Next I checked the front door: it was locked and I had the key in my trouser pocket upstairs in my room. The windows were also closed and locked.

I went back to the dining room. When I put on my glasses and studied the tiger skin rug I saw that in places it was dirty with a kind of black powder. There was not very much black powder but there was some - and it did not come from the chandelier. When I asked my cleaning woman about this black powder this morning she told me that she had cleaned the tiger skin the day before and there hadn't been any powder on it then.

It is very strange, Mr Holmes. I am convinced that someone got into my house last night and pulled the chandelier down. But why? Nothing was stolen. And how did they get in if all the windows and doors were closed?

Samuel Ingleston

Text 3

15 Brownly Road
Colchester - Essex

21 August 1907

Dear Mr Holmes,

My name is Henry Hall and I am writing to you because a curious thing happened to me last night.

At 3.30 this morning I was driving home late after a party and turned onto the road from Swandon to Colchester, which goes through Epping Forest. I had not gone very far when I saw a car parked by the side of the road under the trees. I thought the driver might have had a breakdown and I stopped. Taking my torch, I got out to see if I could help.

There was no one in the car and the door was open. I looked inside. On the floor there was a sack. I looked inside and saw a rope, covered in soot, two candlesticks and a silver tray with the following words engraved on it: **TO DAVID AND ELSIE, A HAPPY SILVER WEDDING, FROM THE STAFF.** How curious, I thought. At that moment I heard a low whistle coming from inside the forest. I started to walk towards the sound. Shortly after that I heard a man's voice.

'Lulu, Lulu, have you finished yet?' the man called out. I waited and listened. 'Peanuts?' he went on, 'I've got some lovely peanuts here. Come down and have some peanuts.' There was no reply. 'Come down at once!' he said.

As I got closer I saw a very fat man standing looking up at a tree. I stepped towards him. 'Good evening,' I said, 'is everything all right?' The man turned towards me: he was obviously very surprised.

'Mind your own business, will you!' he said angrily. 'My wife is not feeling very well. Would you mind leaving us alone please.'

I apologised and got in my car and drove home. As I drove I thought the man's face was familiar and at last I remembered where I had seen him before. He was Peter Williams, and I had been at school with him thirty years ago. Today I asked my friends if they knew anything about him. It seems he has been in Africa for many years, and apparently he had to leave Africa because he got ill - the illness was the reason he was so fat. When I asked about Peter Williams's wife, Lulu, my friends laughed and said he had never been married.

It is a strange story, Mr Holmes, and I think it is a little bit suspicious. What do you think?

Henry Hall

Synopsis: Mr Peter Williams has brought back a monkey called Lulu from Africa and has trained her to rob houses. Lulu uses a rope to climb down and up chimneys and remove valuable objects. In the small hours of 21 August Lulu is at work when she consumes a bowl of bananas in rum in a house she is robbing. By the time she gets to the next house she is drunk, and on seeing a tiger skin rug on the floor leaps in terror onto the chandelier, which crashes to the ground. She then escapes through the chimney and flees with Mr Williams in his car. On their way home they stop in Epping Forest so Lulu can have a piss. There she escapes into a tree and Mr Williams is trying to coax her down when they are discovered by Henry Hall.

As they read students will ask about soot: explain explicitly that it is what collects in chimneys.

Step 1: To establish that Peter Williams was responsible for the thefts

1. Henry Hall found a man in Epping Forest at four o'clock in the morning. What was the man's name?
Peter Williams.
2. What did Mr Hall find in the car?
A rope covered in soot and a silver tray and candlesticks.
3. What did it say on the tray
To David and Elsie, a happy silver wedding, from the staff.
4. So did the tray belong to Mr Williams?
No, it was stolen from David Bradson.

Step 2: To establish that the thief entered the house via the chimney

5. But how did Mr Williams get into the houses - the doors and windows were locked? (Students may suggest that Mary White, the servant, helped him: possibly she did help him in Mr Bradson's house, but she couldn't have helped him get into the second house, Mr Ingleston's.)
6. What was the rope covered in?
Soot
7. Where do you find soot in a house?
A chimney
8. What did David Bradson find on the rum bowl?
Dirty finger marks
9. What did Samuel Ingleston find on his tiger skin rug?
Black powder

Step 3: To establish that Lulu was a monkey

10. So did Peter Williams get into the houses by climbing down the chimney?
No, he was too fat.
11. Was it his wife in forest
No he hasn't got a wife.
12. Well, perhaps it was a girlfriend. What was he looking at in the forest?
A tree.
13. And what did Mr Williams say to the person in the tree?
Come down at once.
14. (Ask a boy in the class) Does your girlfriend climb up into trees in the middle of the night?
No

15. What was he offering Lulu?

Peanuts

16. What was drunk in David Bradson's house?

Bananas in rum

17. So we are looking for someone or something that is able to climb up and down a rope, and small enough to get down chimney and who likes bananas and peanuts. What?

Some kind of monkey, perhaps a chimpanzee.

Step 4: To establish what went wrong on the night of 21 August

18. On the night of 21 August things went wrong. What happened?

PAUSE FOR FURTHER DISCUSSION IF NECESSARY

19. Well, what did Lulu do in the Old Mill, the house of Mr & Mrs Bradson?

Lulu drank a bowl of bananas in rum.

20. And so how was she feeling when she came to the next house, which was Samuel Ingleston's house?

Drunk.

21. And why do you think the chandelier fell down?

She jumped onto it.

22. And why did Lulu jump onto the chandelier?

Perhaps because she was happy and wanted to play a game?

PAUSE FOR FURTHER DISCUSSION IF NECESSARY

23. What about the cry Mr Ingleton heard? How did he describe it?

A scream of horror.

24. So Lulu wasn't playing a game. So why did the drunken monkey scream in horror?

MAYBE PAUSE FOR FURTHER DISCUSSION

25. Had she seen something which frightened her?

Yes, the tiger skin rug.

Step 5: To establish why Mr Williams stopped the car in the middle of Epping Forest at half past three in the morning

26. Well, Henry Hall heard Mr Williams speaking to Lulu. What was the first thing that he said to the monkey?

'Lulu, Lulu, have you finished yet?'

27. Finished what? Well, why would you stop your car in a wood in the middle of the night?

PAUSE FOR FURTHER DISCUSSION IF NECESSARY

28. Remember the bananas in rum. How much had Lulu drunk?

About half a bottle.

29. What happens when you drink half a bottle of liquid?

You need to have a piss.

If you enjoyed this jigsaw exercise you might like to buy the ELT News & Views diskette, published by arrangement with Neville Britten, which has fifty similar sets of texts. Price is US\$ 8, payable by credit card. Contact us for more details - Fax 0054-1-375-3944.

221B Baker Street

London

22 August 1908

Dear Mr Bradson,

Thank you for your letter of yesterday describing the burglary at your house. The solution to this mystery is as follows.

Your 'burglar' was in fact a monkey named Lulu, trained by a human to climb down chimneys by rope, select valuable objects, and then climb up the chimney again with its loot. The real criminal, the monkey's master, is one Mr Peter Williams, who has recently returned from Africa.

Last night Mr Williams's routine went badly wrong. In your house Lulu found and consumed a bowl of bananas in rum. As a result by the time the animal reached the next house, which belonged to Mr Samuel Ingleston, she was drunk. She went down the chimney by rope as usual, but on entering the darkened dining room the first thing she saw was a tiger on the floor. A tiger skin rug, of course, but how was a drunken monkey to know that? She leapt up onto the chandelier in terror, bringing the whole thing crashing down, before fleeing up the chimney. Mr Williams and his monkey then escaped in his car.

On their way home through Epping Forest Mr Williams had to stop so that Lulu could have a piss. The monkey disappeared up a tree and refused to come down. Probably she was still drunk. In any case Mr Williams was calling out to Lulu and offering her peanuts when he was discovered at half past three in the morning by a Mr Henry Hall, who was driving home late after a party. Mr Hall had seen the thief's car parked by the side of the road and on looking inside it had come across a tray inscribed with your name - which had been stolen earlier from your house. It was Mr Williams's bad luck that Mr Hall had been at school with him and recognised him.

I am sending a copy of this letter to the local police. I trust they will return your silver tray to you before too long.

Sherlock Holmes

Who asked for the lemon ice cream?

Four students are buying ice cream. Their names are Anthony, Brian, Charlie and David and they are standing side by side at the counter. Each of them has asked for a different ice cream. Can you work out which student has asked for the lemon ice cream? The following information will help you.

1. The student in the blue T-shirt is standing next to Brian.
2. Anthony asked for a chocolate ice cream
3. The student who asked for strawberry is standing next to the student in the red T-shirt.
4. The vanilla ice cream was ordered by the student wearing the black T-shirt.
5. Brian is at the far right of the row.
6. The student in the black T-shirt is on the left of the student wearing the green T-shirt.

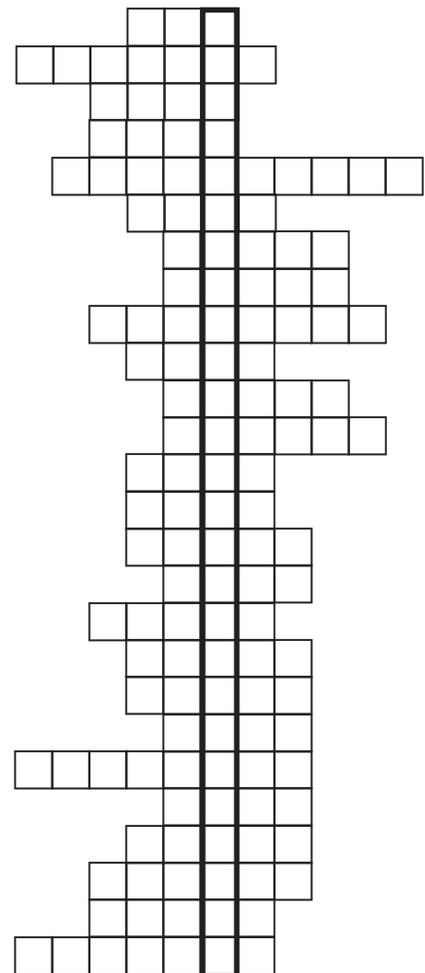
Write your answers in the boxes below:

			Brian

A question of A to Z Post-Intermediate

The answer to question number one begins with the letter 'A', number two with 'B', etc. The letters in the centre box spell out a well-known proverb. (Answers on page 13)

1. Monkey
2. Small children in Father Christmas
3. Be concerned
4. There's at least one in every room
5. Can't find it and I've looked
6. It's on the front of your head
7. You can put it on your hand
8. Some people live in one
9. Factory business
10. Precious stone
11. Army colour
12. Way to climb up
13. In church and in physics
14. Not far
15. A wet place in a dry place
16. British beer measurement
17. Used for writing in the past
18. British make of car
19. What your nose should do and your feet may do
20. Old fashioned form of transport
21. Use it when it rains
22. Where grapes grow
23. Find them on birds, in the theatre and in rugby
24. Old Spanish name
25. Opposite of old
26. Science of the study of animals



Topic: Internet Software
 Grammar: Causative Verbs
 Level: Intermediate

Product Review

Product: WebWhacker
 Categories: Offline browsers
 Purpose: Auto web site downloader
 Platform: Windows, 95; Macintosh
 Vendor: ForeFront Group
 More info: <http://www.ffg.com/>

WebWhacker lets you snatch an entire web site and store it on your local drive. It takes both the HTML pages and all the images - relinking them locally so that the site can be browsed naturally.

The "whacked" information, says the vendor, is "a mirror image of the same information on the World Wide Web. The aim of the product is to reduce the user's dependency on an Internet connection."

This text was taken from: <http://www.lycos.com/wguide/tools/pgview.html> and is an example of English used on the World Wide Web.

Exercise 1.1 - Vocabulary

Please match the words on the left with the meanings on the right.

- | | |
|------------------------|--|
| 1. a purpose | a. somebody who sells something; a seller |
| 2. a vendor | b. a picture; a photo; a graphic |
| 3. to snatch something | c. to keep something, maybe for a long time |
| 4. to store something | d. a reason for doing something; an aim; a goal |
| 5. an image | e. to take something away quickly; to grab something |
| 6. locally | f. to look around, especially on the Internet; to surf the web |
| 7. to browse | g. a place near you; on your own computer |
| 8. to reduce | h. to use less of something |
| 9. a dependency | i. a link; something joined together; eg. between your computer and the Internet |
| 10. a connection | j. cannot live without something; a strong need |

"WebWhacker lets you snatch an entire web site and store it on your local drive."

The verb 'let' in the above sentence works as a Causative Verb following this pattern: Let someone do something, or, Let + direct object + verb stem + indirect object.

Other causative verbs:

I let my students use the computers = I allowed my students to use the computers.

I had my son draw a picture = I asked my son (and he accepted) to draw a picture.

I got my friend to help me = I persuaded my friend to help me.

I made the dog sleep outside = I forced the dog to sleep outside.

Note: 'get' follows the pattern: Get someone *TO* do something. The other three verbs do not need 'to'.

Exercise 1.2 - Structure

Please fill in the blanks.

- The teacher the class stay in late as punishment.
- She had her daughter the windows because they were so dirty.
- I got my colleague to me some money so I could purchase more shares.
- You Joanne to cut your hair! She said she wouldn't do it!
- The boss the secretary re-type the letter until it was perfect.

Exercise 1.3 - Reading Comprehension

Please read the text and choose the correct answers.

- What is the purpose of this text?
 - to inform
 - to advertise
 - to warn
- Who is selling a product?
 - WebWhacker
 - Windows 95
 - ForeFront Group
- Where can you get further information?
 - search on the web
 - at www.ffg.com
 - no information given
- What does WebWhacker do?
 - creates a copy of the website onto your computer
 - snatches your computer's HTML pages
 - creates Internet connections

Material taken (with permission) from Paolo Rossetti's On-Line English Page at <http://mypage.direct.ca/p/prossett/esl-1.html>

Teaching Idea

Next time you receive an assignment from your students that contains needless careless mistakes, use the text below as an introduction to the concept of systematic proof-reading. Students can work to find mistakes in pairs and can then as a class correct a master copy projected onto the whiteboard.

Exercise version:

Prof-reading: Spotting mistakes

This page contains eleven common mistakes. These are careless mistakes that can easily be eliminated by the intelligent use of a spell-checker or dictionary, and by reading carefully through the text. Mistakes you can correct by proof-reading fall into this category:

spelling mistakes

mistakes of repetition and omission

Punctuation mistakes

grammatical mistakes

The most effective method of proof-reading to read through the text once for each type of mistake you expect to find. For example, you should read through once for spelling mistakes, once for punctuation, and once for each of the grammar mistakes you commonly made. You should be aware of the kind of mistake that *you* are most likely to make, and should draw up your own checklist. Use them every time you revise your writing, and update it as your writing patterns change.

Correct version:

Proof-reading: Spotting mistakes

This page contains eleven common mistakes. These are careless mistakes that can easily be eliminated by the intelligent use of a spell-checker or dictionary, and by reading carefully through the text. Mistakes you can correct by proof-reading fall into these categories:

spelling mistakes

mistakes of repetition and omission

punctuation mistakes

grammatical mistakes

The most effective method of proof-reading is to read through the text once for each type of mistake you expect to find. For example, you should read through once for spelling mistakes, once for punctuation, and once for each of the grammar mistakes you commonly make. You should be aware of the kind of mistake that *you* are most likely to make, and should draw up your own checklist. Use it every time you revise your writing, and update it as your writing patterns

Teaching idea submitted by Andrew Stokes, Clarity English Software, Hong Kong

Ideas contributed by María Luz Callejo Darregueyra and Analía Duarte Lambaré

We would like to share with our colleagues some activities which we tried for the first time last year and which really worked. We consider them useful because all four skills are integrated into the same activity and students do get involved and have fun at the same time.

The underlying foundation in all the activities we create for our classes is that the more contextualized the class is, the better students will learn. Most of our students - all adults - are only formally exposed to the language, i.e. in class. Therefore, we are constantly looking for ways to make each of our classes look like real life, which makes the whole experience much more meaningful. One of the most valuable tools we teachers have at hand is newspapers or magazines. So here they go:

1. Choose two articles from a newspaper or a magazine.
2. Cut out the headline.
3. Divide your class in Group A (GA) and Group B (GB).
4. Give GA headline I and article II and GB headline II and article I.
5. Each group works on predicting from the headline what the article will be about. While doing so, they write as many questions as possible for the other group, which has the article to which their headline corresponds, to answer. The reason why we include this is because students are used to answering questions and most of them, irrespective of their level, are not used to asking them.
6. GA gives GB their questions and vice versa. Each group answers the other group's questions just with a few words. Each group adds any factual information they consider essential. They do not write full sentences, just facts.
7. Once each group gets their questions answered and reads the information that has been added, they write the article as if they were the journalists. Depending on the level of the class, we sometimes tell our students that the editor only gave them ten to fifteen centimeters of space. Thus, they should bear in mind that what they write has to be straightforward.
8. Finally each group reads their article aloud and the other group orally compares and contrasts it with theirs.

Variation I

- a. Look for headlines which may sound weird, absurd or which are just fun.
- b. Divide the class in two groups.
- c. Each group writes a news clip about the headline they have been given.

- d. Articles are read to the class. Note: Be prepared for the unimaginable! You will be surprised to see how much your students, especially low and intermediate level ones, produce.
- e. Groups compare the original version and theirs.
- f. Students have to prepare some questions about their original article. They are requested to type them for the following class, which makes the exercise tidier.
- g. In class, a spokesperson reads the article and the other group answers the questions which have been given to them. It is a very interesting and useful way of encouraging them to speak clearly and to negotiate meaning.

Here are some of the headlines we have used:

- A MAN IN NO HURRY TO BEAT TIME
- LIVING LARGER
- LANGUAGE IS A BRIDGE TO CULTURE
- HOW VISIBLE ARE YOU?
- WHY DO WE WEAR OUR WEDDING RINGS ON OUR LEFT HANDS?
- SHE JUST PICKED UP A VIRUS TO BRING HOME TO HER FAMILY AND FRIENDS.

Variation II

- a. With advanced classes what we do first is give both groups the words of headlines I and II, which have to be typed beforehand so that type faces do not help them decide which word belongs to which headline.
- b. Before doing their task they have to agree on what the two headlines are by arranging the words. It is interesting to see how they make inferences. The teacher can stop them at any time she considers it worthwhile to ask for clarifications or justifications. For example, a class was given the following:
SOMETIMES / IS / GOOD / TO / SLEEP / ON THE JOB
TEACH / STUDENTS / HOW / TO / USE / THEIR / BRAINS / EFFECTIVELY
They looked for the two verbs first, then for the two subjects. They immediately associated "teach, students and brains" on the one hand, and "sleep and job" on the other. The big decision was to make a subjectless sentence. Could they do such a thing? It didn't take long to confirm that they were on the right track.

Biographical note:

María Luz Callejo Darregueyra and Analía Duarte Lambaré are both Licenciadas en Lengua Inglesa and Translators. They do most of our teaching in companies and at university and are interested in materials development and methodology. They both live in the City of Buenos Aires.

Tongue Twisters

Give your students a bit of fun with these tongue twisters.

First, try saying these short expressions twenty times as fast as possible:

1. red lorry, yellow lorry
2. toy boat, toy boat

More difficult than you thought, huh ? But if you managed that, try this five or six times:

3. The sixth sheik's sixth sheep's sick

The police in England used to use tongue twisters to see if someone was sober or drunk. Three of the examples they allegedly used are:

4. The Leith police dismisseth us
5. The big black bug bit a big black bear,
Made the big black bear bleed blood.
6. Round the rough and rugged rocks
The rugged rascal ran

Other short tongue twisters good for testing clear diction (repeat several times) are:

7. She sells sea shells on the sea shore
8. Pure food for poor mules
9. Shave a cedar shingle thin

And let's finish with some longer ones, which this time require you to concentrate on which syllables are stressed as well as the sounds:

*If Peter Piper picked a peck of pickled pepper,
Then a peck of pickled pepper Peter Piper picked;
But if Peter Piper picked a peck of pickled pepper,
Where's the peck of pickled pepper Peter Piper picked ?*

*Once upon a barren moor
There dwelt a bear, also a boar;
The bear could not bear the boar;
The boar thought the bear a bore.
At last the bear could bear no more
The boar that bored him on the moor;
And so one morn he bored the boar -
The boar will bore the bear no more.*

*When a twiner a-twisting will twist him a twist,
For the twining his twist he three twines doth entwist;
But if one of twines of the twist do untwist.
The twine that untwisteth, untwisteth the twist.
Untwirling the twine that untwisteth between,
He twists with his twister the twain in a twine;
Then twice having twisted the twines of the twine,
He twisteth the twines he had twisted in vain.
The twain that, in twisting before in the twine,
As twines were entwisted, he now doth untwine,
'Twixt the twain intertwisting a twine more between.
He, twisting his twister, makes a twist of the twine.*

*She is a thistle sifter, and she has a sieve of sifted thistles, and
a sieve of unsifted thistles, and the sieve of unsifted thistles
she sieves into the sieve of sifted thistles, because she is a
thistle sifter.*

ANSWERS

[Sincere apologies for mistakes in the crossword on the back cover of last issue's Swapshop. Unfortunately the wrong sheet was sent to the printers by mistake. In the published version clues were both misnumbered and, in one case, missing ! Mea culpa - Ed.]



Who ordered the lemon ice cream?

?	Anthony	?	Brian
black	green	blue	red
Vanilla	Chocolate	Strawberry	Lemon

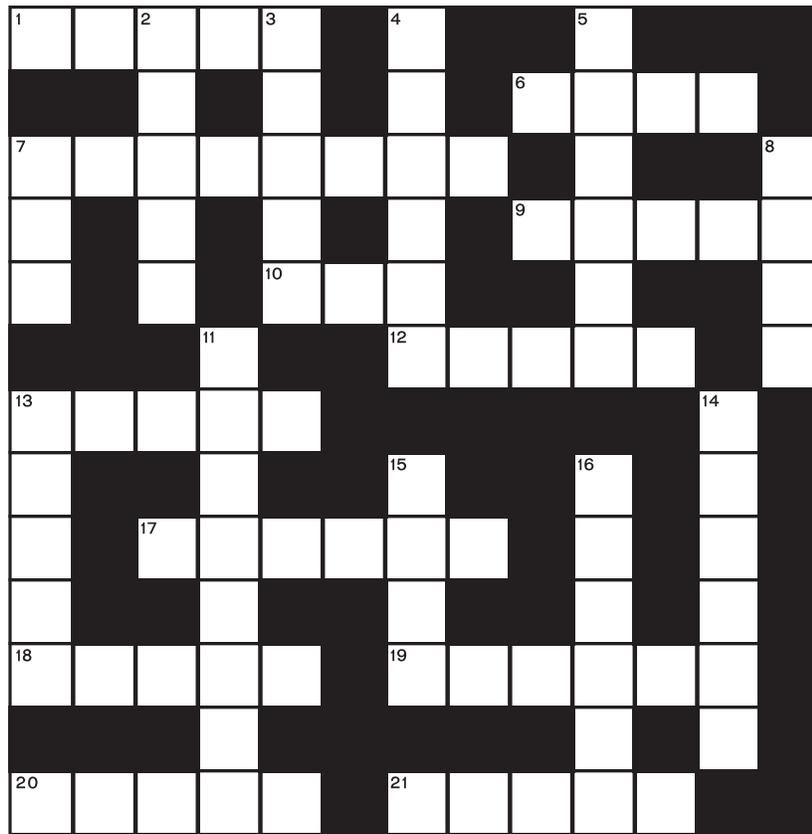
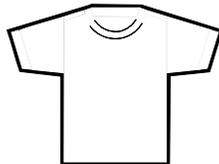
A question of A to Z ?

The proverb is 'Every cloud has a silver lining'.



Intermediate

Getting Dressed



Across

- 1 You often find them in shoes.
- 6 One of the pictures - but which one ?
- 7 A kind of sweater, but with buttons.
- 9 One of the pictures - but which one ?
- 10 You wear this around your neck.
- 12 One of the pictures - but which one ?
- 13 You wear this around your neck too but it also keeps you warm.
- 17 Another word for 'sweater'
- 18 One of the pictures - but which one ?
- 19 You wear this on your head if you are losing your hair.
- 20 Longer than a skirt and worn by girls and women.
- 21 Levis, Wrangler, etc..

Down

- 2 A short name for trousers made of corduroy.
- 3 Women often wear this instead of trousers.
- 4 One of the pictures - but which one ?
- 5 Part of a shirt that touches your neck.
- 7 Flat type of hat.
- 8 One of the pictures - but which one ?
- 11 Two of the pictures stop these falling down.
- 13 One of the pictures - but which one ?
- 14 A type of hat often worn by English businessmen.
- 15 One of the pictures - but which one ?
- 16 Stops a tie from moving around.