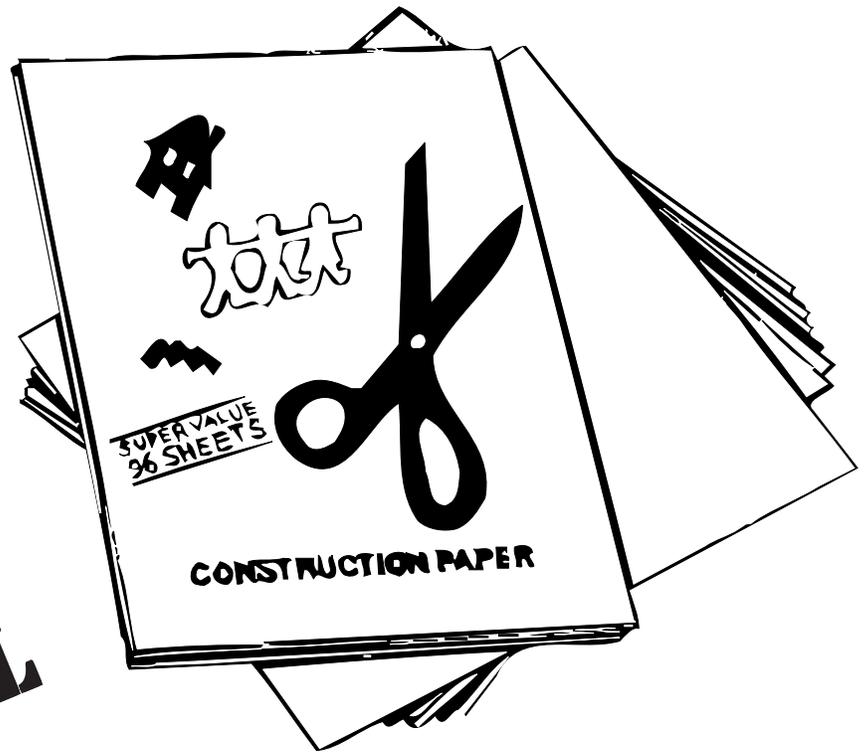


# SWAPSHOP

## SUPPLEMENT 5.3



**PRACTICAL  
TEACHING  
IDEAS AND  
PHOTOCOPIABLE  
ACTIVITIES**

# 5.3

Issued free with  
*ELT News & Views*  
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## **ELT News & Views**

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## **About our diskettes**

Some of the exercises in this issue of Swapshop come from our series of Diskettes produced by Neville Britten. As a special service to its readers *ELT News & Views* has arranged with Neville 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.

These diskettes will work on any version of Microsoft Word or Word Perfect on PC or Macintosh computers.

With this issue of *ELT News & View* you should have received an order form with further details of exercises available on diskette. If not, please 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.

## **About S W A P S H O P**

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.

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## Propositions

Level: Advanced

### Instructions to the students

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

### Now discuss the following propositions

1. No third world country which spends money on arms should receive foreign aid, even if its people are starving.
2. This country has a welfare state, and so there is no excuse for begging. Begging should be banned.
3. When we know there are other human beings who are hungry, it is wrong to spend our money on unnecessary luxuries for ourselves.
4. People who receive charity should be free to spend it as they wish. If they prefer alcohol or even drugs to food, this is up to them. To insist they spend it in the way you think best means taking away their freedom of choice and is a further humiliation for them.
5. Drug addicts are doing their best to destroy themselves. Far from trying to stop them, we should let them get on with it.
6. People who donate money to charity do so because it makes them feel good, not because they are really concerned to alleviate the suffering of others.
7. Over the centuries the church has learned how to distribute charity better than anyone else, and only the church can reach the real poor in our societies. For this reason, all aid, including state aid, should be channelled through the church.
8. By giving a person charity, you take away that person's self-respect and turn him into a parasite. So the poor should be made to work in exchange for charity.
9. The poor often have emotional problems which they pass on to their children. The only way to stop this vicious circle is to take their children away from them.
10. Gypsies beg because it is their way of life, not because they are in real need.

### Propositions: Teacher's notes

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

### Preparing the material:

Print out the sheet below (originally typed using Geneva in size 10) and make as many photocopies as there are students in the class.

## At the Doctor's

*Level: Intermediate*

### Teacher's notes (Students worksheets on pages 4/5)

1. This activity practises talking about health and lasts between 20 + 30 minutes. It could be used after the class has already studied medical vocabulary. The vocabulary included on the worksheets is pitched at intermediate level: at an advanced level you could beef it up.
3. Divide the class into two groups, half patients and half doctors. Give each group the appropriate sheet. The doctors (talking together in their group) prepare their questions and the patients (talking together in their group) prepare their symptoms. Go between the two groups helping them.
4. When both groups are ready, rearrange the chairs in two parallel rows facing inwards. The doctors sit in one row, the patients in the other, facing each other. The medical examination begins.
5. After five minutes or so stop the talk and tell the doctor to fill in the patient's medical report. Ask the patients if they would like a second opinion. The answer is always yes. Get all the patients to move one place down to the right, where they will be facing another doctor who will give them another interview. Make sure they take their medical report with them for their second medical examination. Repeat the process as often as seems a good idea.
6. At the end tie things together by asking the doctors which patients they felt were the illest, and which ones were obviously skiving. You can also ask the patients which doctors seemed the most and least professional.

*This sheet is for you to keep.*

## For the patient.

1. You are not really ill, but you would like to have some days off work. So you go to the doctor and see if you can persuade him to give you a few days sick leave. Before you speak to the doctor decide which of the symptoms below you have. Talk with the other patients and make sure you understand what the words mean.

<i>a temperature</i> .....	<i>a sharp pain</i> .....
<i>a dull pain (aching)</i> .....	<i>a cough</i> .....
<i>dizziness (feeling dizzy)</i> .....	<i>in a coma</i> .....
<i>pus</i> .....	<i>a rash</i> .....
<i>fever &amp; delirium</i> .....	<i>a sore throat</i> .....
<i>bleeding</i> .....	<i>swelling</i> .....
<i>nausea (feeling sick)</i> .....	<i>sneezing</i> .....
<i>stiffness in the joints</i> .....	<i>paralysis</i> .....
<i>vomiting (being sick)</i> .....	<i>diarrhoea</i> .....
<i>thirst</i> .....	<i>sweating</i> .....
<i>shivering (trembling)</i> .....	<i>loss of appetite</i> .....
<i>shock</i> .....	<i>a running nose</i> .....

You can also invent some more symptoms of your own (*a violent pain in my ... , a terrible upset stomach, fainting, constipation, aches and pains in my muscles, out of breath & palpitations in my heart when I go upstairs, generally under the weather* etc.)

2. Write your name on your medical record below and tear it off this piece of paper. When you visit the doctor give him the form and make sure he completes it after he has spoken to you. Good luck.

<b>MEDICAL RECORD</b>	Name of patient .....
<b>Diagnosis</b>	<b>Treatment recommended</b>
Signed: .....	Date: .....

## For the doctor

*This sheet is for you to keep.*

1. In a few minutes you are going to be seeing a patient. As you probably know, nowadays a large number of patients are not genuinely ill but just want to get a few days off work....

2. Do you know what all these symptoms mean ?

<i>upset stomach</i> .....	<i>fainting</i> .....
<i>constipation</i> .....	<i>out of breath</i> .....
<i>palpitations</i> .....	<i>under the weather</i> .....
<i>a temperature</i> .....	<i>a sharp pain</i> .....
<i>a dull pain (aching)</i> .....	<i>in a coma</i> .....
<i>dizziness (feeling dizzy)</i> .....	<i>pus</i> .....
<i>a rash</i> .....	<i>fever &amp; delirium</i> .....
<i>a sore throat</i> .....	<i>bleeding</i> .....
<i>nausea (feeling sick)</i> .....	<i>sneezing</i> .....
<i>swelling</i> .....	<i>stiffness in the joints</i> .....
<i>paralysis</i> .....	<i>diarrhoea</i> .....
<i>vomiting (being sick)</i> .....	<i>thirst</i> .....
<i>sweating</i> .....	<i>shivering (trembling)</i> .....
<i>loss of appetite</i> .....	<i>shock</i> .....
<i>a running nose</i> .....	<i>a cough</i> .....

3. Here are some typical doctor's questions:

*How long have you been feeling like this?*

*Where exactly does it hurt?*

*Can you describe the pain ?*

You should ask about:

- the patient's diet - what they eat/ don't eat, how frequently and how much they eat.
- whether they have bowel problems (going to the toilet), etc.
- what kind of work they do, what exercise they get, etc. - you need lots of details.
- their mental health, if they ever think they are Napoleon, if they are suffering from stress, etc
- if there is any history of illness in their families
- if they suffer from any chronic disease or are taking any short or long term medication
- if they are allergic to any antibiotics or any other substances

Speak together with your fellow doctors and prepare a list of suitable questions to ask the patients.

4. After you have examined the patient you have to fill in their medical record form. You will have to make a diagnosis (hypochondria maybe?) and recommend some form of treatment: blood/urine tests, pills, injections, therapy, an operation, psychoanalysis, amputation, an operation, vasectomy, cold showers, abstinence from alcohol and sex, going on a diet, more cold showers, doing exercise, sleeping on the floor, eating raw vegetables, acupuncture, a laxative, cold showers, perhaps even a day or two sick leave if you are feeling generous etc., but make sure that the patient is not simply trying to get a certificate so that he/she can have a few days off work.

(These are just suggestions - you can decide on your own list of questions !)

## Second Conditional Practice

*Level: Intermediate +*

1. Photocopy the student material and cut into strips as necessary. You can stick them on card if you like
2. The object of this activity is to practise the second conditional with 'would'. It takes 10 - 15 minutes.
3. Begin by taking a strip (card) and asking a student, for example:

*Jose, what would you do if I were a dangerous lunatic?* to elicit a response with a conditional. Then take another card and ask a question. Pre-teach other things, especially the say / tell distinction:

*I would say goodbye  
I would tell you to stop  
I would run away  
I would shout for help  
I would tell my father  
I would tell the director  
I would hit you  
I would scream  
I would laugh  
I would jump out of the window  
I would tell your wife/ husband*

Also pre-teach: *Would you mind repeating that ?*

4. Then give out the strips / cards, one each. Write on the board:

*What would you do if ... ?*

And tell the students to stand up and read their cards to the others, beginning *what would you do if ...* The other person responds appropriately in a conditional form. You can give them fresh cards during the game.

5. At a more advanced level the students can ask each other:

*Suppose/Say/Imagine I jumped out of the window, what would you do?*

and respond:

*Were you to jump/ If you were to jump out of the window, I would ...*

### Preparing the material

Photocopy the sheet below and then cut out the strips as necessary.

I were deaf  
.....

I were the President  
.....

it were my birthday  
.....

I asked you to marry me  
.....

I were a beggar  
.....

I had AIDS  
.....

I were a leper  
.....

I used your toothbrush  
.....

I had a dirty nose  
.....

I killed your cat  
.....

I pulled your hair  
.....

I were a dangerous lunatic  
.....

I had cholera  
.....

I asked you for money  
.....

I attacked you  
.....

I started to cry  
.....

I were a millionaire  
.....

I phoned you at three o'clock in the morning  
.....

I were Leonard di Caprio  
.....

I said I were Napoleon  
.....

you loved me  
.....

I was a politician  
.....

I offered you a job  
.....

I started to sing  
.....

I invited you to MacDonalds

## Blind Man's Bluff

Level: Elementary/Pre-intermediate

Language: to practise imperatives & directions  
Playing time: ten - twenty minutes

A riotous game that gets people in hysterics. You'll need some paper handkerchiefs. You need to pre-teach the language of directions: write on the board useful phrases like the following:

<i>turn right</i>	<i>turn round</i>	<i>half-right</i>
<i>go backwards</i>	<i>go forwards</i>	<i>go sideways</i>
<i>keep going</i>	<i>stand still</i>	<i>don't move</i>
<i>freeze</i>	<i>stay there</i>	<i>hurry up</i>
<i>faster</i>	<i>not so fast</i>	<i>slowly now</i>
<i>take it easy</i>	<i>etc.</i>	<i>(you can add your own)</i>

Keep these words on the board clearly in view during the game. Emphasise the pronunciation of 'turn'.

1. Now divide the class into two teams, and get one volunteer from each team to stand up. Team A's person is the hunter, Team B's person is the victim.
2. Both volunteers are blindfolded: make them hold the Kleenex to their eyes with the tips of their fingers, that way it is impossible to cheat.
3. The hunter has to catch the victim and the victim has to escape from the hunter for as long as possible.
4. Team A shout directions to their player to lead him towards the victim, and Team B shout directions towards their player to lead him away. Note that apart from the two principals everybody else must stay in the seats.
5. Having explained all this and removed the more life-threatening objects from the room, the teacher spins both volunteers around in a circle to disorient them, and off they go.
6. When B is eventually caught get choose two more people: this time A is the victim and B is the hunter.

**word**

**order**

**exercise**

Level: Beginners and elementary

Get hold of a collection of old newspapers and magazines, some stiff cardboard, scissors and glue. Give out to the children and ask them to cut out of the headlines any words they know or think they know - i.e. using knowledge of cognates, guessing, etc. After a while, when they have a collection of words, see if they can make sentences using the words they have collected. The teacher can go round helping out and then the children can stick their own 'sentences' on sheets of card. This can be done in groups or individually and at the end of the class the students will have produced something which is theirs, can be displayed, and will give them a sense of achievement. It's good language practice too.

## SENTENCE GAME

Here's a way to revise and recycle vocabulary with your students productively in the classroom.

- The teacher writes on the board some 20/25 words that he/she would like the students to practice.
- Students are organised in small groups and told they have to prepare sentences containing these words.
- Each word included in a sentence is worth a point, so the more words they include the more points they will earn.
- Additional points can be awarded for logic, grammatical accuracy, pronunciation and (why not ?) ingenuity.
- As each word is used the teacher erases it from the board and the students continue until there are no words left.

## Numbers Quiz

Level: Intermediate

### Teacher's notes

(student's work sheets on page 8)

1. **Description:** This activity provides practice in making questions. It is a transformation drill very thinly disguised as a game and lasts about 40 minutes. It is suitable for lower intermediate classes. You could always play with higher levels, but using indirect question forms -

*How many days would you say there are in the month of July?*

*I wonder if you've got any idea how many Nobel prizes Madam Curie won. etc.*

2. **Preparation:** divide the class into three equal groups and give each group a different sheet. Tell them to go through their sheet converting the statements into questions, sorting out any vocabulary problems and so on. Better if they speak rather than write, because it will take them ages if they write out every one, though you might get them to write out the more difficult ones. Meanwhile you run round from group to group, asking them to transform tricky ones from statement into question and helping them to do it correctly. Concentrate on the interrogative forms of 'to have' and 'how long' vs. 'how much time' etc. This stage will take maybe 15 minutes.

3. **Playing the game:** Put the class in threes (each one with a different sheet). Pre-teach:

*Can you say that again ?*

*Would you mind repeating that ? etc.*

and offers:

*Shall I repeat that ?*

*Do you want me to repeat that ?*

and let them get on with the game.

(Student's notes for this activity on page 8).

**STUDENT SHEET C**

1. The object of this activity is to practise making questions. Under these instructions you will see a series of statements. You have to make them into questions. The answer to each question must be a number. Work with people who have the same sheet as you and practise converting the statements into questions. For example, imagine the first one was:

*There are 24 hours in a day.*

You ask:

*How many hours are there in a day?*

2. When you have finished the teacher will ask you to form groups of three with two students who have a different sheet. Do not show your sheet to the other two. You ask the others the questions and the first who answers correctly gets a point.

3. Keep a score clearly like this:

*Maria 111*

*Lola 111111*

*Paco 1*

4. You can ask the questions in any order.

**Questions**

1. James Bond's number was 007.
2. Al Capone had ten fingers.
3. There are thirty days in November.
4. There are 22 players in a game of football.
5. There is one atom of oxygen in a molecule of water.
6. A jumbo jet has four engines.
7. There are five 2s in 22,222.
8. The marathon is 42 kilometres long.
9. Each player has 16 pieces in the game of chess.
10. The capital of Finland is Helsinki.

**STUDENT SHEET B**

1. The object of this activity is to practise making questions. Under these instructions you will see a series of statements. You have to make them into questions. The answer to each question must be a number. Work with people who have the same sheet as you and practise converting the statements into questions. For example, imagine the first one was:

*There are 24 hours in a day.*

You ask:

*How many hours are there in a day?*

2. When you have finished the teacher will ask you to form groups of three with two students who have a different sheet. Do not show your sheet to the other two. You ask the others the questions and the first who answers correctly gets a point.

3. Keep a score clearly like this:

*Maria 111*

*Lola 111111*

*Paco 1*

4. You can ask the questions in any order.

**Questions**

1. There are 12 months in the Islamic year.
2. A water polo team has seven players.
3. Light travels at 300,000 kms per second.
4. Van Gogh had one ear (he cut off the other).
5. Including the earth, there are nine planets in our solar system.
6. Cain (in the Bible) had one brother.
7. A pentagon has five sides.
8. There is one s in Siberia.
9. A spider has eight legs.
10. Beethoven wrote nine symphonies.

**STUDENT SHEET A**

1. The object of this activity is to practise making questions. Under these instructions you will see a series of statements. You have to make them into questions. The answer to each question must be a number. Work with people who have the same sheet as you and practise converting the statements into questions. For example, imagine the first one was:

*There are 24 hours in a day.*

You ask:

*How many hours are there in a day?*

2. When you have finished the teacher will ask you to form groups of three with two students who have a different sheet. Do not show your sheet to the other two. You ask the others the questions and the first who answers correctly gets a point.

3. Keep a score clearly like this:

*Maria 111*

*Lola 111111*

*Paco 1*

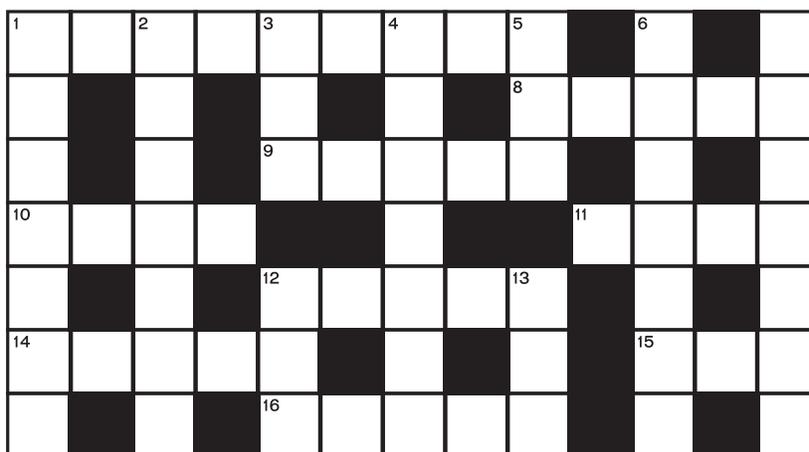
4. You can ask the questions in any order.

**Questions**

1. There are 31 days in July.
2. An adult human has 32 teeth.
3. An international football match lasts for 90 minutes.
4. Madame Curie won two Nobel Prizes.
5. Ali Baba saw forty thieves.
6. There were four Beatles. (one point each for naming them - John Lennon, Paul McCartney, George Harrison and Ringo Starr)
7. An ant has six legs.
8. A hexagon has six sides.
9. The Le Mans car race lasts 24 hours.
10. A symphony has four movements.

# Crossword

Level: Intermediate



**Across**

- 1 They go to the sea in boats
- 8 Big sea
- 9 A very large man is sometimes called a . . . . .
- 10 He . . . . off his coat and sat down
- 11 If I . . . . rich I would buy a big car
- 12 The clown made the children . . . . .
- 14 We heard the news on the . . . . .
- 15 IVA in English
- 16 Large and important

**Down**

- 1 A place where they make things
- 2 In one hour there are 3,600 . . . . .
- 3 I sometimes have a boiled . . . for breakfast
- 4 A cup can be used to . . . . . volumes of liquid.
- 5 I'm sorry, I'm . . . quite ready.
- 6 I was happy to . . . . . your letter.
- 7 Butterflies and bees are . . . . .
- 12 I put another . . . of wood on the fire
- 13 Small house, not very comfortable.

## Getting Married

Level: Intermediate

Arabella, Belinda and Charlotte are three aristocratic young sisters. Arabella is 17 years old, Belinda is 18 and Charlotte, at 19, is the eldest. All three are engaged to be married. One of them will marry a plumber, one a carpenter and one a mechanic. The names of the three young men they will marry are Dave, Eddie and Fred but it is not clear which man does which job.

Can you help each sister to marry the right partner . Here is some information to help you:

- 1. Dave is not a mechanic
- 2. Belinda is not engaged to the carpenter
- 3. Fred is a carpenter
- 4. Eddie is engaged to the youngest sister
- 5. The plumber's future wife is not the eldest sister

ARABELLA	.....
BELINDA	.....
CHARLOTTE	.....

Answers on page 11

## TELLING A STORY

*Level: Intermediate+*

- The word list below is given purely as a sample - teachers will probably want to choose words they have used recently and want to recycle.
- Similarly, your story can begin any way you like and you can give as much or as little context as you like.
- Another variation would be to give (or ask students to choose) 5/10 words and then give them 15 minutes together to make up a story which must use those words.

Photocopy the word list below and give a copy to each student or each pair of students. You can divide the class into two teams if you wish.

Explain that you are going to read a story and that the students will have to continue it, using at least one word from the list they have. Start to read the story and then stop after a couple of sentences. Your story might begin:

*It was midnight and I was lying alone in bed. I had just put out the light when I heard ...*

Then you ask a student to continue. The student has one minute to try to use as many as possible of the words on the list - however any other member of the class may challenge him/her if they think the word is badly used or does not fit in with the story. The student (or his team) gets the points for the word(s) used. After one minute another student (from another team) continues. Each word can only be used (or at least scored) once and the words should be crossed out as they are 'used up'. When there are fewer words it gets harder to score points.

Good for 15/20 minutes - can lead into follow up writing task for homework.

MAUVE 3  
 TWENTY-SEVEN 2  
 LOUD 2  
 STRIPS 3  
 FRENCH 2  
 CRAZY 1  
 OBLIGATORY 3  
 TERMINAL 2  
 LUXURIOUS 3  
 STRETCH 3  
 AVOID 2  
 STRUT 3  
 DEMONSTRATE 2  
 LOST 1  
 SORRY 1  
 EVIL 2  
 TOLERATE 2  
 INVESTIGATION 2  
 RAILWAY STATION 2  
 SIGNATURE 2  
 SKIRT 1  
 BRIDGES 3  
 GLASSES 2  
 PIANO 1  
 SPARE WHEEL 2  
 CHIMNEY 2

DESPERATE 2  
 HANDSOME 1  
 CHEAP 1  
 HARD-WORKING 2  
 DINOSAUR 4  
 CLOSED 2  
 SPECIAL 1  
 YELLOW 2  
 MUSICAL 2  
 SOUTHERN 2  
 ENJOYABLE 2  
 STAGGER 3  
 HIDDEN 2  
 CRASH 2  
 KICK 2  
 REGRET 2  
 DESIRE 2  
 LAUGHS 2  
 BUS DRIVER 2  
 ACTOR 2  
 SALMON 2  
 HARBOUR 3  
 INSPECTOR 3  
 BUNCH OF KEYS 3  
 FIDDLE 3  
 FOUNTAIN 3

ROUND 3  
 STEEL 2  
 UNATTRACTIVE 1  
 THIN 2  
 SIMPLE 2  
 MISERABLE 3  
 ACCIDENTAL 3  
 SCIENTIFIC 3  
 MUSCLES 2  
 DESTRUCTION 3  
 SNOOZE 3  
 WHISTLE 3  
 BUILDING 1  
 EXPLANATION 2  
 BAD-SMELLING 3  
 SCREAMS 2  
 PET 2  
 RECORDER 2  
 SAUCEPAN 3  
 FOOTBALL PITCH 3  
 RAINCOAT 3  
 PIRATES 3  
 BOTTLE OF WHISKY 3  
 TELEPHONE 2  
 OBSERVATORY 4  
 SAXOPHONE 3

## Find someone who ...

Level: Elementary +

This quick activity can be adapted for any class at any level and is good for new classes. Simply photocopy the sheets and give them out to the class - see how many spaces they can fill in the time you give them. They can practice 'have you ever' questions while learning about their friends.

1. has slept in a tent



2. has **never** ridden a horse



3. has ridden on a tandem



4. has caught a fish on a rod



5. has sung karaoke



6. has seen a play by Shakespeare



7. has seen a wild squirrel



8. has driven in a big truck



9. has been waterskiing



10. has been in a canoe



11. has seen a mariachi band



12. has painted their face like a clown



13. has seen a game of baseball



14. has flown in a helicopter



15. has skied cross country



16. has played 18 holes of golf



17. has been on the Big Wheel



18. has jumped on a trampoline



## Answers to exercises

Here are the answers to the crossword on page 9.

F	I	S	H	E	R	M	E	N	R	I
A	E	G	E	O	C	E	A	N	S	
C	C	G	I	A	N	T	C	S		
T	O	O	K	S	W	E	R	E		
O	N	L	A	U	G	H	I	C		
R	A	D	I	O	R	U	V	A	T	
Y	S	G	R	E	A	T	E	S		

### Answers to *Getting Married*, page 12.

Dave is engaged to marry Belinda  
Eddie is engaged to marry Arabella  
Fred is engaged to marry Charlotte

### Answers to *Crazy Animals*, page 12.

The five animals are: **PANDA**, **LIO**, **BEAR**, **HORSE**, **CAT**. The words in circles (in bold here) form the word **ELEPHANT**.

### Answers to *1 + 1 = 3*, page xx :

1. CAR + ROT = CARROT, 2. PAL + ACE = PALACE,  
3. HAND + CUFF = HANDCUFF, 4. PUP + PET = PUPPET, 5. DRAG + ON = DRAGON.

### Answers to *The Human Body*, page 12 :

W	R	I	S	T						
					H	A	N	D		
					H	E	E	L		
					T	H	I	G	H	
S	H	O	U	L	D	E	R			
				A	R	M				
					H	A	I	R		
					K	N	E	E		
					E	L	B	O	W	
					F	O	O	T		
					H	E	A	D		
					E	Y	E			

## Contributions welcomed

Teachers need to share ideas and materials. Help us to help you share your ideas and materials - the things that have worked for you.

ELT News & Views welcomes contributions for Swapshop. If you have produced teaching material which you would like to share with other teachers why not send it to us for publication.

We also welcome feedback from readers who have used our materials in the classroom. If you have tried something and it worked - or didn't work - or you modified it - tell us about it.

# Crazy Animals

Level: Elementary  
(if instructions can be made clear)

Rearrange the letters below on the left to form correct words - they are all animals. Write the CORRECT word in the spaces on the right. When you have finished take all the letters in the circles and rearrange them to form another animal.

**AADNP**    ○ □ □ □ ○

**IONL**    ○ □ □ ○

**ABRE**    □ ○ □ □

**EHORS**    ○ □ □ □ ○

**ATC**    □ □ ○

Now write your second answer here:

○ ○ ○ ○ ○ ○ ○ ○

# 1 + 1 = 3 ??

Level: Intermediate +  
Answers page 11.

Can you add together two words to make another, new word ?

For example, if you add together the words HAND and SOME you get a new word, HANDSOME.

Expressed more mathematically, we can say:

HAND + SOME = HANDSOME

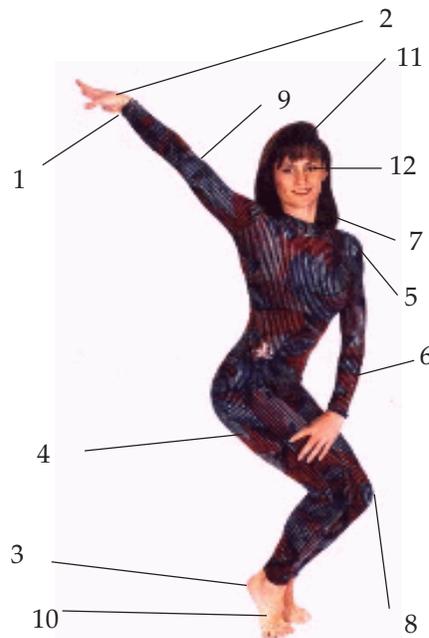
See if you can do the same with the following words. However, to make it a little harder we are going to give you definitions for the words:

- A motor vehicle + to decay = a vegetable  
..... + ..... = .....
- friend + high card = where king and queen live  
..... + ..... = .....
- at end of arm + at end of sleeve = a restraint  
..... + ..... = .....
- baby dog + domestic animal = child's toy  
..... + ..... = .....
- Pull heavy object + not on = mythical animal  
..... + ..... = .....

# Nadia's body parts

Level: Elementary

Look at the numbered parts of Nadia's body and write the parts of the body in the corresponding boxes. The centre box contains letters already done for you. (Answers on page 11)



1					<b>T</b>		
2					<b>H</b>		
3					<b>E</b>		
4					<b>H</b>		
5					<b>U</b>		
6					<b>M</b>		
7					<b>A</b>		
8					<b>N</b>		
9					<b>B</b>		
10					<b>O</b>		
11					<b>D</b>		
12					<b>Y</b>		