

# Practical teaching ideas and photocopiable activities ...



**SWAPSHOP 6.1**

Issued free with  
*ELT News & Views*  
March 1999 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 6 N° 1, marzo de 1999

Propietario y Director: Martin R. Eayrs

Uruguay 782-3°, 1015 Capital  
Buenos Aires, Argentina.

Tel: +5411-4371-7705 Fax: +5411-4375-3944

Email: me@eltnewsandviews.com.ar

ISSN 0329-885X RNPI (Arg.) 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 1999 en Impresos Victoria, Av. Córdoba 1330, (1055) Capital Federal, Argentina. Su distribución es gratis a suscriptores de *ELT News & Views*.

## Teaching materials from *ELT News & Views*

Some of the exercises in 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. 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 together with other material we produce. If not, please contact us and we will send you an order form. You can pay by credit card.

Subscribers may also collect material 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.

*This newsletter was produced on Apple® Macintosh™ computers using Microsoft Word® and Aldus Pagemaker® software. Masters were prepared on Apple® LaserWriter® and Linotronic® printers. March 1999 issue set by Victoria Language Services and printed by Impresos Victoria.*

# Instructions

## Guide to the exercises in this issue's Swapshop

### On the Farm (page 4)

*Level: Elementary*

The vocabulary is limited to animals on the farm and should be familiar to most elementary students. You may have to preteach the word 'pigeon'.

Give the instructions in the L1 if necessary although most kids should catch on pretty quickly. The spaces for the words 'Polly' and 'Farmer Jones' should be very easy to find and once they fill in the letter 'O' in 'Polly' and then fill in the other number 1s with O they will very soon find a three-letter down clue, ? O W. Help them with this if necessary - after that they should soon get the idea.

### A - Z of London Streets (page 4)

*Level: Advanced*

The vocabulary here is rather specialised and this is very much a discussion activity for pairs or small groups, armed with a dictionary.

A good introduction might be to ask SS to tell you some places in London. Probably someone will know Piccadilly Circus and Trafalgar Square, which you can then point out in the chart. Then ask them to guess/discuss what the others might be.

A street guide or map of London would be a very good accompaniment to this exercise - it is based on the *A-Z of London* if you can get hold of one, but any suitable street plan will help.

### Choose a song (page 5)

*Level: Intermediate*

This is a more personal, reflective exercise. Vary the questions to your own situation - for more advanced students you might like to ask them to find examples of imagery, symbolism, analogy, etc. The 'five words describing how it makes you feel' will be adjectives - you might want to give some examples, e.g. sad, happy, sleepy, romantic, etc.

Let the students choose their own song, and help them with understanding the lyrics if possible. Alternatively give them all the same song and compare results.

### If you could be ... (page 7)

*Level: Elementary +*

Another reflective and personal activity. In this case filling in the form is probably a preliminary to discussion and justification.

Once students have filled out the form they can circulate comparing with others, explaining why they chose their answers and possibly forming groups of people who had made similar choices. They could be also asked to invent their own categories.

If the level is low this second stage may not be reached, and it could be used as a simpler vocabulary and comprehension exercise.

### Guggenheim (page 8)

*Level: Intermediate +*

This is a vocabulary building and recalling exercise. It is very much a group activity and should have a set time limit. Dictionaries and other reference material should be encouraged/supplied by the teacher. Each group has to supply a word for each letter of the alphabet in each category provided. I have given sample categories but you can use liquid paper to erase these and use the same grid with your own categories. Or let the students suggest categories.

The winner is the team with the most acceptable entries when time is up. For a shorter game, leave out some of the letters, or give fewer categories. Students can get quite excited over whether a word 'fits' or not, so it is probably a good idea to stress before you start that the teacher's decision as to the acceptability of words is final!

### Tag dominoes (p. 9-11)

*Level: Elementary*

Stick the sheets onto card and cut out the individual dominoes. You have twenty-four cards here with six wild-cards (jokers). Twenty-four cards is fine for groups of 2, 3, 4 or 6 students - if you have groups of five add one wild card before dealing.

The reason for the wildcards is that you may get stuck - with no player able to play a card. Put the wild cards in a separate pile, face down - a student draws a wild card when they can not play from their own hand.

Play as ordinary dominoes - the first one to get rid of all their cards wins

### Test your logic skills (page 12)

*Level: Intermediate/Advanced*

No explanation should be necessary for this activity as the students will surely have done similar problems in their own L1. Let the students work as they want to - some will want to work alone, some will form pairs, some will get into groups. Encourage discussion (in English).

Students will vary in their ability to solve this - some will take about five minutes while some may be unable to find a strategy during the whole class (but will very likely enjoy it as 'voluntary' homework).

### Canada Kids (page 12)

*Level: Elementary/Pre-Intermediate*

Again, most students will be familiar with this kind of activity. The actual sentences are very simple, and a lot of clues are given in the printed sentence blanks at the bottom.

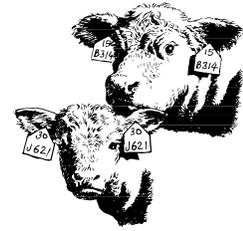
Point out the significance of capital letters (proper names and sentence beginnings) and full stops/periods (sentence ends) which will help some students who hadn't worked this out as a strategy.

A walk around class while the kids are doing this will enable the teacher to give a hand where necessary.

*Answers to all the exercises (when applicable) can be found on page 11.*

# On the Farm

with Polly and Farmer Jones



Level: Elementary

*Polly and Farmer Jones are on the farm with all the animals. Can you find the animals? Look at the crossword carefully. Each number represents a letter, always the same letter. First find Polly and Farmer Jones and then fill in the other letters with the same number. You can use the box on the right to help you. It isn't as hard as it looks at first!*

**Note pad**



- 1 = ...
- 2 = ...
- 3 = ...
- 4 = ...
- 5 = ...
- 6 = ...
- 7 = ...
- 8 = ...
- 9 = ...
- 10 = ...
- 11 = ...
- 12 = ...
- 13 = ...
- 14 = ...

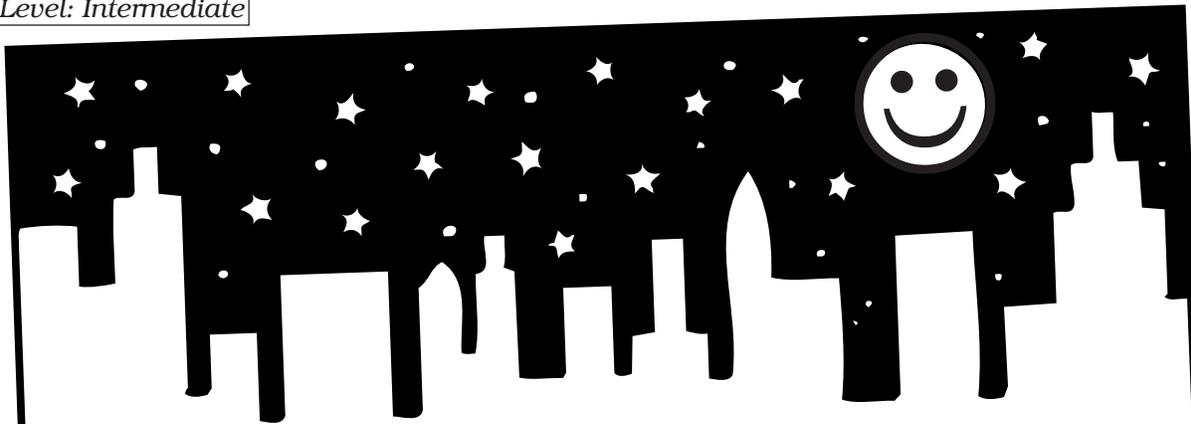
## An A - Z of London streets

Level: Advanced

*The abbreviations below are taken from a London Street Map. Working with a partner or in a small group see if you can expand them into their full forms. You can use a dictionary if you like. The first one is done for you.*

- |                   |              |              |             |                  |
|-------------------|--------------|--------------|-------------|------------------|
| All: <b>ALLEY</b> | App: .....   | Arc: .....   | Av: .....   | Boulevard: ..... |
| Brg: .....        | B'way: ..... | Bldgs: ..... | Chyd: ..... | Chu: .....       |
| Cir: .....        | Circ: .....  | Clo: .....   | Comm: ..... | Cotts: .....     |
| Ct: .....         | Cres: .....  | Dri: .....   | E: .....    | Embkmt: .....    |
| Est: .....        | Gdns: .....  | Ga: .....    | Grn: .....  | Gro: .....       |
| Ho: .....         | Junct: ..... | La: .....    | Lit: .....  | Lwr: .....       |
| Mnr: .....        | Mans: .....  | Mkt: .....   | M: .....    | Mt: .....        |
| N: .....          | Pal: .....   | Pde: .....   | Pk: .....   | Pas: .....       |
| Pl: .....         | Rd: .....    | S: .....     | Sq: .....   | Sta: .....       |
| St: .....         | Ter: .....   | Up: .....    | Vs: .....   | Wlk: .....       |
| W: .....          | Yd: .....    |              |             |                  |

Level: Intermediate



# Choose a song

Name of song: .....

Name of singer/group: .....

What kind of music is it: .....

Write five words describing how it makes you feel: ...

.....

.....

Find five pairs of words that rhyme: .....

.....

.....

Find some words which are new to you: .....

.....

Find something in the song you like: .....

.....

.....

Other songs which are similar (and why): .....

.....

.....

# Ideas page

## Vocabulary cards

The students take it in turns (one per class) to be the 'secretary', with the responsibility of writing down all new vocabulary 'items' that occur during that lesson. A list can be kept on a sheet of paper (for the teacher to keep) but the secretary also writes each new word on a piece of stiff white card approx. 5 x 3 inches. Plain index cards are fine.

At the end of the lesson the student hands the cards (and the list if you like) to the teacher who can run through the new vocabulary then and/or at the beginning of the next class. A stack of these cards will soon accumulate, and can serve as the basis for a number of other activities.

## Listening bingo

Before the class the teacher looks at a listening passage that is going to be used in class and writes down about thirty words that appear in the passage. These should be words with lexical content, not function words like 'the' or 'what'.

In the class the teacher writes the words on the board (or uses an OHT/handouts) and asks the students to choose any ten words and write them down. The teacher then plays the tape and the students tick each word as they hear it. The first student to tick all the words on his list shouts out 'Bingo' and the teacher reads the tapescript slowly so the whole class can check.

## Crazy newspaper headlines

Look out for strange or ambiguous headlines in newspaper articles (and get your friends to keep an eye open too). In class you can discuss why they are ambiguous - often because of puns, a word which can act as either a noun or a verb, etc. - which provides both language focus and conversation practice.

Here are a few to get you started:

- Dead Man Found in Cemetery
- Something Went Wrong in Jet Crash, Expert Says.
- Survivor of Siamese Twins Joins parents
- Iraqui Head Seeks Arms
- Teacher Strikes Idle Kids
- Squad Helps Dog Bite Victim
- Prostitutes Appeal to Pope
- Drunk Gets Nine Months in Violin Case
- Clinton Wins on Budget but More Lies Ahead
- Enraged Cow injures Farmer With Axe

Happy hunting !

## Write a poem ...

Anyone can write a poem. The result may not always be an internationally accepted work of art, but it is a poem. But sometimes for early learners a little guidance may be helpful.

On the whole short poems are more manageable for early learners. Here's a format which you can use with your students at intermediate + levels. It will give a simple five line poem which can be surprisingly meaningful.

Tell the students to write five lines according to the following model:

1. Noun
2. Adjective + 'and' + Adjective
3. Verb + Adverb
3. 'Like' + a comparison
5. 'If only' + a wish

Here is an example:

*Pensioner  
Sad and alone  
Sits patiently  
Like a faithful dog  
If only I could stay young for ever*

Because they are short these little poems are easy to write and teachers can then concentrate on the choice of words, why they have meaning, etc. They can also give language practice on specific structural areas (e.g. *If only ...*).

## Picture descriptions

Teacher hold up a picture with its back to the class (so they can't see it) and tells them that this is a picture of a criminal who the police are looking for. (You can state the sex if you like, but it might be more fun not to, in which case you must be very careful not to use words like 'he' or 'him'). Describe the crime, for instance 'the criminal robbed the town bank and hit the cashier over the head' and then tell the students to imagine that they were there and to write as detailed a description as possible of the robber. (They still haven't seen the picture). Tell them there is a reward of \$10,000 for anyone who can describe the person in such a way that the police are able to find him.

The students now write their imaginary descriptions - either alone or in pairs - while the teacher circulates, helping with language and vocabulary but keeping quiet about the content of the picture.

Then the teacher displays the picture - this should be big enough for all to see clearly and should show both physical appearance and clothing - and each student/group reads out their descriptions. Points are given for each point that matches - 'dark hair', 'carrying a gun', etc. - and the description which is generally considered to be most accurate can claim the reward !

As a follow up activity get your students to draw a 'Wanted' poster based on the original picture but with a written description of the robber - the vocabulary needed will have been generated in the discussion.

Level: elementary +



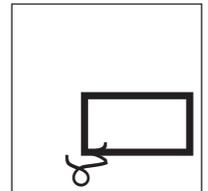
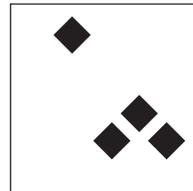
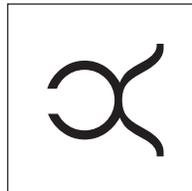
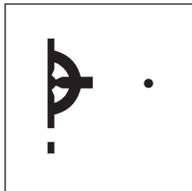
If you could be ...

- ... a colour .....
- ... season .....
- ... a bird .....
- ... a tree .....
- ... an animal .....
- ... a drink .....
- ... a building .....
- ... a game .....
- ... a vehicle .....
- ... a historical figure .....
- ... another person .....

Who/what would you be ... ?



Doodle boxes:  
just add to the  
symbols in the  
boxes anyway  
you like - then  
describe what  
you have drawn.



	Animal bird or fish	Musical Instrument	Game or sport	Article of clothing	Something you can eat
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					
P					
Q					
R					
S					
T					
U					
V					
W					
Z					
Y					
X					
Z					

Pablo Villareal isn't Italian, ...	... , did he?
------------------------------------	---------------

The doctor won't be late, ...	... , doesn't he?
-------------------------------	-------------------

Juan lives in Mar del Plata, ...	... , did he?
----------------------------------	---------------

Your teacher won't be angry, ...	... , doesn't he ?
----------------------------------	--------------------

Pele doesn't play football now, ...	... , didn't he?
-------------------------------------	------------------

Your father will be happy, ...	... , has he ?
--------------------------------	----------------

Che Guevara wasn't Brazilian, ...	... , didn't he?
-----------------------------------	------------------

The Pope is Italian, ...	... , has he ?
--------------------------	----------------

Bioy Casares was a writer, ...	... , does he?
--------------------------------	----------------

Diego hasn't got a job, ...	... , hasn't he ?
-----------------------------	-------------------

Hector drives a Mercedes, ...	... , does he?
-------------------------------	----------------

Miguel didn't give you that, ...	... , hasn't he ?
----------------------------------	-------------------

Miguel gave  
you that, ...

... , is he ?

Bioy Casares  
wasn't a singer, ...

... , wasn't he?

Fede has a house  
in Córdoba, ...

... , is he ?

The Pope hasn't  
got a wife, ...

... , wasn't he?

Paco doesn't have  
a sister, ...

... , isn't he ?

Your father has  
been to Europe, ...

... , will he ?

Manolo didn't  
forget, ...

... , isn't he ?

Your friend Pablo  
is Brazilian, ...

The doctor will  
be here soon, ...

... , was he ?

The Pope isn't  
French, ...

... , won't he ?

Che Guevara was  
Argentinian, ...

... , was he ?

The taxi-driver  
forgot, ...

... , won't he ?

Martín is tired , ...  
or  
Martín isn't tired, ...



Javier likes tea, ...  
or  
Javier doesn't like tea, ...



Daniel was a soldier, ...  
or  
Daniel wasn't a soldier, ...




... , was he ?  
or  
... wasn't he ?



... , does he ?  
or  
... , doesn't he ?



... , is he ?  
or  
... , isn't he ?



**Polly and Farmer Jones**  
(page 4)

```

POLLY
I
GOOSE
H
CHICKEN
O O E D T
R W P I G E O N D U C K
S N R
HEN C K D K
F A R M E R J O N E S
T Y G Y
    
```

**An A-Z of London Streets (page 4)**

All: Alley; App: Approach; Arc: Arcade; Av: Avenue; Blvd: Boulevard; Brg: Bridge; B'way: roadway; Bldgs: Buildings; Chyd: Churchyard; Chu: Church; Cir: Circus; Circ: Circus; Clo: Close; Comm: Common; Cotts: Cottages; Ct: Court; Cres: Crsecent; Dri: Drive; E: east; Embkmt: Embankment; Est: Estate; Gdns: Gardens; Ga: Gate; Grn: Green; Gro: Grove; Ho: House; Junct: Junction; La: Lane; Lit: Little; Lwr: Lower; Mnr: Manor; Mans: Mansion; Mkt: Market; M: Mews; Mt: Mount; N: North; Pal: Palace; Pde: xx; Pk: Park; Pas: Passage; Pl: Place; Rd: Road; S: South; Sq: Square; Sta: Station; St: Street; Ter: Terrace; Up: Upper; Vs: Villas; Wlk: Walk; W: West; Yd: Yard

**Who owns the Zebra (page 12):**

The Zebra is owned by the German. Here is a chart with all the information in its correct place.

House	1	2	3	4	5
Colour	Yellow	Blue	Red	Green	White
Nationality	Norwegian	Dane	Englishman	German	Swede
Pet	Cats	Horse	Birds	ZEBRA	Dog
Smokes	Dunhill	Blend	Pall Mall	Prince	Gitanes
Drinks	Water	Tea	Milk	Coffee	Beer

**Canadian Kids (page 12)**

1. David and Peter live in Toronto.
2. Toronto is a town in Canada.
3. In Canadian schools children study English and French.
4. David plays football and tennis very well.
5. Peter doesn't like sport but he plays the piano.
6. In the winter they can ski but sometimes it is very cold.
7. Canada is a very large country.

**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.

# TEST YOUR LOGIC SKILLS

Level: Intermediate / Advanced

1. The Dane drinks tea
2. The Swede has a dog
3. There are five houses
4. They all have different pets
5. The German smokes *Prince*
6. They all drink different drinks
7. They all smoke different cigarettes
8. In the middle house they drink milk
9. In the green house they drink coffee
10. The Norwegian lives in the first house
11. Each house has its own unique colour
12. The Englishman lives in the red house
13. In the yellow house they smoke *Dunhill*
14. The man who smokes *Pall Mall* has birds
15. The man who smokes *Gitanes* drinks beer
16. The Norwegian lives next to the blue house
17. All house owners are of different nationalities
18. The green house is on the left side of the white house
19. In the house next to the house with the horse, they smoke *Dunhill*
20. The man who smokes *Blend* lives in the house next to the house with cats
21. They drink water in the house that is next to the house where they smoke *Blend*

House	1	2	3	4	5
Colour					
Nationality					
Pet					
Smokes					
Drinks			MILK		



**Who owns the Zebra ?**

Level: Elementary / Pre-Intermediate

① David	⑦ Canada	sometimes	it	③ In	④ David
and	is	but	is	Canadian	plays
a	Peter	ski	very	football	schools
very	live	can	cold.	and	children
in	large	Canada.	they	study	tennis
Toronto.	country.	in	winter	English	very
⑤ Peter	⑥ In	the	town	and	well
doesn't	is	a	he	plays	French.
② Toronto	like	sport	but	the	piano

Can you find the seven sentences hidden in the grid below ? Start with the first sentence (①) in the top left hand corner and move to any other touching box. You can move up, down, left, right or along any diagonal. Write your answers in the blanks below. The last sentence is done for you as an example.

- Canada Kids
- 
- ① David ... .. Toronto.
  - ② Toronto .. . .. Canada.
  - ③ In ..... children ..... French.
  - ④ David ..... well.
  - ⑤ Peter ..... piano.
  - ⑥ In ... .. can ... but ..... cold.
  - ⑦ Canada .. . .. country.