

ELEMENTARY PRACTICE ACTIVITIES - Rupert Nicholson - EOI Lleida

1 The Obamas trivia

<i>Activity</i>	gap fill sentences (with an information gap)
<i>Language</i>	Present Simple 3 rd Person (affirmative/negative) with common verbs
<i>Material</i>	worksheet
<i>Preparation</i>	I googled “Obama trivia” for source material. I found the news article, and copied trivia facts from it, adding some false negative sentences. I made gaps in the sentences from verbs and listed the infinitives.
<i>Procedure</i>	Students complete gaps with verbs: they use logic and guesswork to decide whether to use affirmative or negative. They compare with a partner, then the teacher checks answers with praise for good guesses.
<i>Interest</i>	The celebrity factor and the trivia quiz/guessing element.

2 What do men and women do in their free time?

<i>Activity</i>	class survey
<i>Language</i>	Present Simple (questions/short answers)
<i>Material</i>	PowerPoint
<i>Preparation</i>	I copied the bar graph entitled <u>Selected activities performed in free time, by sex, 2006/07, England</u> in ‘Focus on Gender: Lifestyles’ from the website of the Office for National Statistics. I prepared a PowerPoint, changing the ten graph categories to make a list of ten question forms (e.g. Watching TV: ‘Do you watch TV in your free time?’).
<i>Procedure</i>	Each student is allotted one question by number. By milling around, students ask ten others the allotted question, and they have to keep a tally of answers according to sex. They reply in short answers (“Yes, I do. / No, I don’t.”) After milling, students write results in sentence form (third person). During plenary feedback of results, comparisons are made between the students and the statistics for England, including comments on gender and culture.
<i>Interest</i>	Milling is sociable. Cultural and gender factors.

3 The female mechanic

<i>Activity</i>	writing from a model
<i>Language</i>	describing a person and his/her lifestyle: 3 rd Person Present Simple; masculine versus feminine pronouns/possessive adjectives
<i>Material</i>	photocopy and PowerPoint
<i>Preparation</i>	I wrote a description of a male mechanic (Mike McKinney), which is the model text provided for students on photocopies. I prepared the PowerPoint with a photo of the female counterpart (Aisha Javid) and opposite information in the form of text and visuals. I included the new text about Ms Aisha Javid on the PowerPoint to show as the solution to the exercise.
<i>Procedure</i>	Students exploit the model text (about a male subject), which they have on a photocopy, in order to rewrite their new text according to the new information and photo of a female subject, which is projected. After writing, they compare their versions with the teacher’s solution.
<i>Interest</i>	Reflection on gender stereotypes regarding occupations. A surprise at the end.

4 A story from India

<i>Activity</i>	dictation/retelling
<i>Language</i>	Present Simple; <i>can/can't</i> ; family members; sequence markers
<i>Material</i>	PowerPoint
<i>Preparation</i>	I adapted a story from India from material on the Web (a story popularised in English by a poem by John Godfrey Saxe). On the PowerPoint I included various illustrations for the story, the text to dictate, the key vocabulary and the sequence markers.
<i>Procedure</i>	The teacher shows the slide of a family with a baby and elicits the background to the story. The teacher dictates the beginning of the story and then gives the solution by showing the text on a slide. The teacher checks comprehension of the text, and proceeds to introduce key vocabulary, before telling the final part of the story. Students, in groups, write the rest of the story, making use of sequence adverbs. The story can also be retold orally from memory.
<i>Interest</i>	Humour and a philosophical element.

5 Mr and Mrs Clark and Percy

<i>Activity</i>	open cloze/picture description
<i>Language</i>	Present Simple/Continuous; prepositions of place; description of appearance/clothes. 'Grammar words': pronouns, determiners, auxiliaries, etc.
<i>Material</i>	photocopy and image to project
<i>Preparation</i>	I copied the image of David Hockney's painting 'Mr and Mrs Clark and Percy' from the Tate Gallery website. I wrote the cloze text as a description of it.
<i>Procedure</i>	Students complete the cloze. After giving the solutions, the teacher discusses the story behind the painting, based on information from the Tate.
<i>Interest</i>	Human interest. Art History.

6 Missing letters

<i>Activity</i>	spelling practice
<i>Material</i>	photocopy/word-processed document to project
<i>Preparation</i>	I put together some dialogues, chose a certain letter and took out each one from the text.
<i>Procedure</i>	Students replace the missing letters. The teacher provides the solutions on the projector.
<i>Further use</i>	Activities such as 'disappearing dialogues'.

7 Busytown

<i>Activity</i>	quiz/picture description
<i>Language</i>	Present Continuous (Questions); clothes
<i>Material</i>	PowerPoint
<i>Preparation</i>	I found an illustration on Google with plenty of people doing different things. I prepared a PowerPoint with question prompts.
<i>Procedure</i>	The teacher puts the students in pairs. Student A uses the prompts given to write questions in Present Continuous (with answers) about what certain people in the illustration are doing. Student B does the same for different people. Then the correct question forms are displayed and students correct their questions. After a moment for memorisation, the illustration is taken away, and students reproduce their questions orally from memory to quiz each other about the illustration.
<i>Interest</i>	Pair work. Memory challenge.

8 Kids today

<i>Activity</i>	Sentence prompts with photos and concept questions
<i>Language</i>	Present Perfect with <i>already</i>
<i>Material</i>	PowerPoint
<i>Preparation</i>	I copied images from Google on the subject of young people. I put each image on a PowerPoint with prompts for sentences in Present Perfect with <i>already</i> . I included a concept check question for each one.
<i>Procedure</i>	Students write the sentence for each example on the PowerPoint. The solution is provided on the following slide. The functional concept is reinforced when students choose from: “ <i>Has it happened ...early ...quickly ...at a previous time?</i> ”
<i>Interest</i>	Social comment (tie-in with course book theme).

9 Britney, Beyoncé, Bart and Homer

<i>Activity</i>	question formation from prompts with a diagram
<i>Language</i>	subject versus object questions
<i>Material</i>	PowerPoint
<i>Preparation</i>	I adapted the exercise from the entry for <i>who</i> (p.189) in Scott Thornbury: <i>Natural Grammar</i> (Oxford 2004). I made a PowerPoint with photos from Google.
<i>Procedure</i>	The teacher shows the PowerPoint and tells the story. The exercise is done by the whole class, and then practised in pairs: first closed pairs, then open pairs.
<i>Interest</i>	Pair work. A humorous touch.

10 Pop Questions

<i>Activity</i>	question formation from answers
<i>Language</i>	information questions and yes/no questions with various verb forms
<i>Material</i>	PowerPoint with video files of excerpts from pop songs
<i>Preparation</i>	I searched YouTube for pop songs with questions in the lyrics. I wrote possible answers on the PowerPoint.
<i>Procedure</i>	The teacher shows the cues (answers to questions) on the PowerPoint. The students attempt to write suitable questions. The correct solutions (questions) are given by playing the excerpt from a pop song.
<i>Interest</i>	Familiar music. Listening combined with grammar.

WEB SOURCES

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