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Bringing teachers of English together



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Editorial

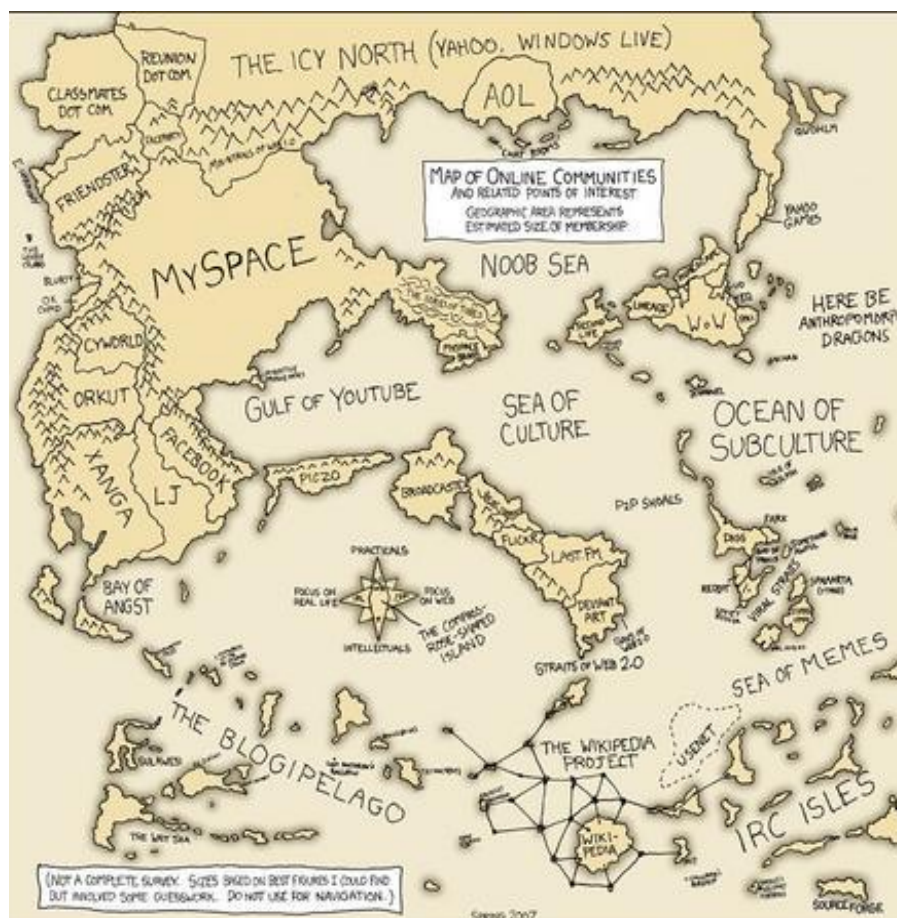
Dear colleagues we wish you a prosperous and full of stamina New Year!

During the last few years a huge development has been observed in Technology. This leads in an era which is regarded as the impending in a substantial load of information and the instant communication among individuals. The use of computers, mobile devices and the Internet are all a part of our advancement as educators and as people in general.

Under this principle, our Second Issue is dedicated to the June Seminar 2008, organized by the Cyprus English Teacher Association (OELMEK).

Enjoy dear colleagues!!

Monica-Grimaldi-Constantinou
Chair of the Pancyprrian Association of English Teachers
(O.E.L.M.E.K.)



Summer Seminar on 'Using ICT Creatively in the Classroom'

17-20 June, 2008

The course was conducted by Gavin Dudeney, a British EFL expert and consultant and included innovative ICT applications such as Wikis, blogs (& RSS), email exchange, on line projects, webquests and podcasts. The course offered a hands-on and practical training. The 35 participants were given opportunities to extend their ICT competence and knowledge and learn how to set up and apply these tools in their own teaching contexts. The second part of the seminar (follow-up) will be conducted in June 2009. Some of the material delivered in the seminar and ways on how to set up freely available internet-tools in the classroom are provided in this issue.

Aggela Charalambous

Gavin Dudeney



Gavin has worked in education since 1988, as a teacher, materials developer, IT manager and web/user interface designer. His blend of pedagogical and technical skills has taken him around the world - primarily for the International House World Organisation, but also for the British Council and other entities - helping them to bridge the gap between their

training and teaching portfolio and their technical needs.

Until the end of 2003 he held two posts: the first as Head of the New Technologies Department at **International House Barcelona**, and the second as Lead Developer for the online training centre **Net Languages**. In 2003 he left set up the Consultants-E and has worked as the Project Director since then. His work involves project planning and delivery, as well as the **EduNation** presence Second Life.



to
in

Apart from his work with the Consultants-E, he is the web manager for a wide range of educational organisations and is a past Coordinator of the IATEFL Learning Technologies Special Interest Group, as well as editor of its newsletter - The CALL Journal. His other work for IATEFL includes the management of the Associates website and discussion form (PAL). In 2007 he was elected Honorary Secretary.

Gavin has published 'The Internet and the Language Classroom' (Cambridge University Press 2000, Second Edition 2007) and - with Nicky Hockly - 'How to Teach English with Technology' (Longman, 2007). He is also the author of numerous print and online articles (see **Publications**, below).



Publications

Materials development

Virtual Campus - Netlanguages, 1997 to date

<http://www.netlanguages.com>

CD Support Materials - Cambridge University Press, 2002 to date

<http://uk.cambridge.org/elt>

Online ESP Materials Writing / Programming - The Language Key, 1999 to date

<http://www.languagekey.com>

Books

How to Teach English with Technology - Longman, 2007 (with **Nicky Hockly**)

The Internet & The Language Classroom - Cambridge University Press, 2000

<http://uk.cambridge.org/elt/chlt/internet>

[second edition published 2007]

Articles

Get a MUVE On - Multi-User Virtual Environments in Teaching and Training' - The Guardian Weekly, November 2007 (with **Nicky Hockly**)

Hybrid Event Management - Modern English Teacher, June 2006

<http://www.onlinemet.com>

Interactive, Quite Bored - IATEFL Learning Technologies SIG Journal, July 2006

<http://www.iatefl.org>

Teaching Online - British Council Teaching English website, June 2005 (with Nicky Hockly)

<http://www.teachingenglish.org.uk/think/methodology/etutor.shtml>

WebQuests - British Council Teaching English website, April 2005 (with Nicky Hockly)

<http://www.teachingenglish.org.uk/think/resources/webquest.shtml>

Ms. Conceptions: Gender and Identity in EFL/ ESL Online Contexts - TESL- EJ Forum, March 2005 (with Nicky Hockly)

<http://www-writing.berkeley.edu/TESL-EJ/ej32/f1.html>

Articles in IATEFL Conference Selections - 2002, 2003. Edited by A. Pulverness.

<http://www.iatefl.org/newhome.asp>

Online skills sharing is breaching staffroom 'wall of silence' - The Guardian Weekly (with **Nicky Hockly**)

<http://education.guardian.co.uk/tefl/story/0,5500,1048661,00.html>

Editor of the IATEFL COMP-SIG Newsletter

<http://www.iatefl.org>

The Quest for Practical Web Usage - IATEFL Issues 174, August-September 2003

<http://www.iatefl.org>

Regular contributor to IATEFL Teacher Trainers and Educators Special Interest Group Newsletter

<http://www.ihes.com/ttsig/backarticles.asp>

Regular contributor to the International House Journal of Education

<http://www.ihworld.com>

Playing at Cowboy and Indians - IATEFL Issue 3/2002 TTEdSIG Newsletter

<http://www.ihes.com/ttsig/backarticles.asp>

Regular Contributor to It's for Teachers magazine

<http://www.its-teachers.com>

'DISC' – or (how) Do Internet Schools Compare?" (with Scott Thornbury), EL Gazette, 08/02

<http://www.elgazette.com>

"The Quest for Practical Web Usage", TESL-EJ - Volume 6, No. 4, 02/03

<http://www-writing.berkeley.edu/TESL-EJ/ej24/int.html>

"World Wide Audience – Creative Writing on the Net", Cambridge University Press TD website

<http://www.cup.ac.uk>

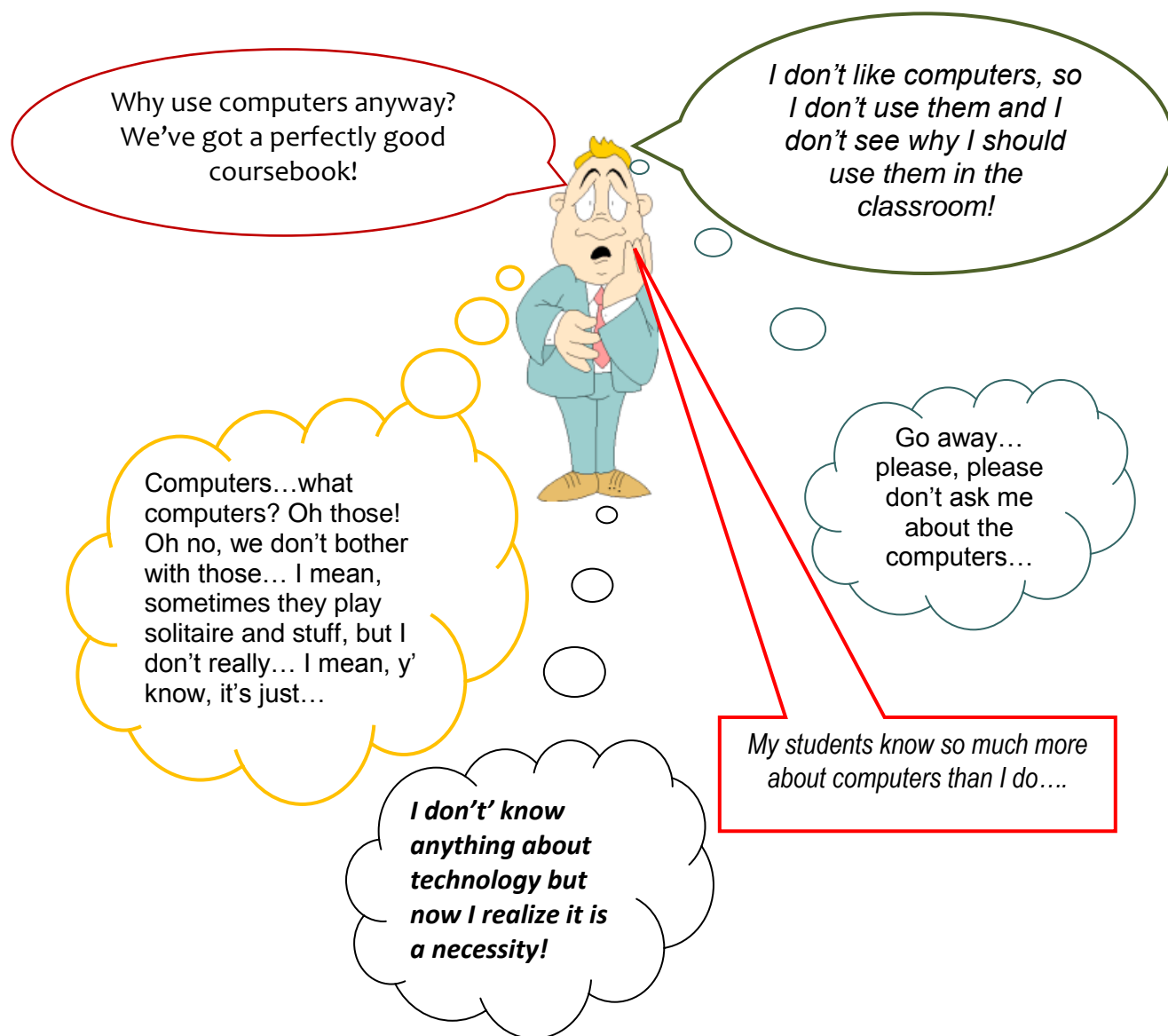
"Space Aliens Ate My Modem!", English Now!, 09/99

<http://www.englishnow.co.uk>

ICT in the Language Classroom

Making IT Work For You

What's your attitude about computers?



ICT in the Language Classroom

Making IT Work For You

To the great majority of us it probably seems like eons ago since we took our first faltering steps in the classroom but, like me, I'm sure you can remember quite clearly just how it felt suddenly to be in charge of the learning processes of a group of students and also a supposed fount of knowledge on the vagaries of the English language. Those were heady days indeed: hours taken to plan 15 minutes of teaching, the nervousness, the feeling of expectation which at times it seemed impossible to live up to. And yet we all survived and have since gone on to be proficient, personable and professional teachers – in short, we learned our trade and, at the same time, learned to enjoy doing it.

Yet just when it appeared that we had everything under control, we were suddenly presented with a new terror: technology. I well remember in the mid-nineties, amidst an onslaught of multimedia and blended learning centres (nearly all of which have since failed), the knee-jerk reaction in the more traditional schools was to fill a room with computers and hope that this would staunch the unending flow of students out of the front door, most of them attracted by the bright lights and brighter premises of these modern wonders.

Indeed, I was one of the unfortunates who was given one of these new 'computer study centres' to run.

Now I'm an unusual commodity in the ELT world – I'm equally interested in computers and teaching English – and since that fateful day I have made this mix my profession. But what of the thousand of teachers who don't share my passion? Well, the answer to that question is that some of them spent their own time and money on getting training and getting to grips with technology, but the vast majority simply kept their heads down, carried on doing what they had always been doing and spent a lot of their time simply wishing the computers would go away.

And the situation has hardly improved - faced with a lack of training and commitment from their various places of work, teachers have become another strand of the IT disenfranchised. Yet computers have a lot to offer our profession, and this is particularly true of the Internet. This article attempts to put a little perspective on just exactly what is involved in using the Internet in class, and to provide some rudimentary hints and tips for the interested (but uninitiated) teacher who is thinking about making his/her first foray into the online teaching world.

PLANNING

The first thing, of course, is to plan your session well: visit the websites you intend to use and make sure you know your way around them properly. Try to use sites which appear to have a potentially long '*shelf life*' – ones made by large institutions, commercial organisations, etc., rather than personal homepages, which have a tendency to come and go with alarming frequency. Make a note of the particular pages you want your learners to work on, and make sure you're familiar with the content – your ability to answer questions as they arise will add to your confidence and also inspire confidence in your learners.



Planning a web-based class is not intrinsically different to planning a more traditional one. I like to divide a typical Net session into three parts:

- a) Preparation
- b) Online
- c) Offline

The **Preparation** part of the class should be treated as normal, with introductory activities, warmers, etc. – the kind of thing we all do as a matter of course. Prepare your learners for what they are going to be doing in the **Online** part of the class. My view is that this part of the class is best done in a more ‘*traditional*’ classroom where you have the tools and the familiar environment to work with.

In the **Online** section of the class, it’s important to only spend as much time as you need working with the computers. I tend to prefer to take my learners to a computer room for this part rather than spend the entire class in there. This has the double advantage of allowing more classes to use the room and of keeping them focused during their time there.

It’s worth remembering that once you put people behind computer monitors, it’s easy for them to forget that you are there, and – more importantly – why they are there. So the two vital words here are: ‘*time*’ and ‘*task*’: make sure your learners have a clearly-defined task to achieve and a clearly-defined timeframe in which to achieve it.

Once the group has got what you intended from the computers, it’s time to move them back to the classroom for the **Offline** stage of the class. This part should deal with the tasks set for the **Online** part and then proceed with more familiar follow-up activities to round off the class.

Now that certainly sounds easy and manageable for most people – BUT, I’ve left the bad news for last: things can (and sometimes do) go wrong. So, to round off this introductory article, here are a few considerations and some contingency plans...

- 1) Whenever you use technology (and this counts as much for video players, cassette machines, etc., as for computers) you should always have a back-up plan in place. There might be times when the websites are down, or

the computers break – or, worse still, the electricity goes off. So be prepared.

- 2) Use the knowledge of other teachers and of your learners to help you with the technical side of the lesson. Where I work we often team teach with less experienced teachers, taking care of the small technical problems which occasionally arise, and leaving them free to enjoy the technology and to teach. Asking tech-savvy learners to assist takes the pressure off you and also gives them some investment in the successful outcome of the class.
- 3) If it’s a lesson that involves relatively few pages, try saving them to your computer hard disk. From Internet Explorer, choose *File... Save As...* then give the file a name and make sure the *Web Page, complete* option is selected. This will save the webpage and all its images and you’ll be able to open the pages even if the connection goes down. You could even go as far as to print them out...



- 4) Unless you are working on something specifically individual such as an email penpal exchange it is rarely conducive to have learners working alone on computers. Pairs are best, but three to a computer can also work fine – just make sure that everyone gets a turn in the ‘*driving seat*’. Pairwork and small groups will help to encourage oral communication and break down the computer as barrier effect often prevalent in technology-based classes.



- 5) Try to arrange the IT facility in such a way that you can easily maintain control over learner activities. An ideal layout is to have the computers around the outside walls of the class – allowing you to view what is on each screen, and to help should the need arise – and a central table where learners can congregate for more communicative activities. This table will also serve as a storage place for pens, books, dictionaries, etc. and thus help keep the computers free of clutter and easy to use.

These are just a few suggestions for relieving the anxiety a lot of teachers feel when faced with the attraction of the web but the unpredictability of the technology. The truth of the matter is that once you have done one or two classes with your learners you should feel infinitely more comfortable and more prepared to deal with anything that might come along.

Resources

The Internet & The Language Classroom, **Dudeney, G.**, CUP, 2000
How to Use the Internet in ELT, **Teeler, D.** with **Gray, P.**, Longman, 2000
The Internet, **Eastment, D.**, **Hardisty, D** and **Windeatt, S.**, OUP, 2000

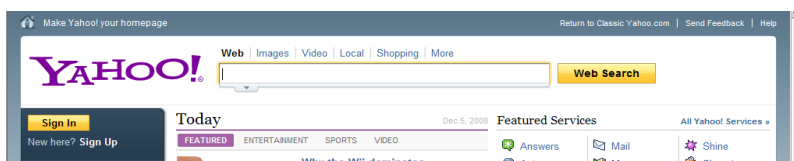


Practical Teaching Ideas

All these practical teaching ideas are adapted from the Cambridge University Press Handbooks For Language Teachers publication – *The Internet & The Language Classroom*, **Dudeny, G.**, CUP 2000 / 2007.

1 - Introduction to the Net (I)

SUMMARY:	An introduction to basic Internet skills and concepts
LEVEL:	Lower Intermediate and above
TIME:	1 hour (30 minutes on the Net)
LANGUAGE:	Vocabulary connected with computers and the Internet
SITES:	http://www.yahoo.com
NOTES:	This activity is designed to introduce students to the basic skills they will need for the other activities in this section



Preparation:

A simple questionnaire about computing habits is a good introduction to this activity. Make sure to include discussion questions about the Internet: has anyone used it? (at home / work / school?) / what have they used it for? / what is it for? / what can you find on the Net? – you'll find a sample below. When they have finished talking, get feedback and general reactions to the subject. Then try the **Brief History of the Web** vocabulary activity below.

Online:

Show students how to open a web browser, type in an address and go to a website (try Yahoo! as a good starting page). Give students a printout of the web browser window with the Yahoo! main page in it. Go through the various functions of a browser (see Part A for a reminder) and let students make notes and label their printout. Allow students time to play with Yahoo! and encourage them to find a website connected with a hobby or interest (don't forget to show them how to *Bookmark* or add *Favorites*!). When they find a page show them how to print it out. When they have finished make sure they know how to exit the browser and leave the computers tidy for the next class.

Offline:

Put students into groups and give them time to compare their printouts and talk about the pages they have found. Discuss the process they have just been through and deal with the issues which usually arise – speed, content, etc (See **Part A** of *The Internet & The Language Classroom* for more information).

Follow Ups / Variations:

If you have good access to the Internet, give students more time in Yahoo! and get them to prepare a presentation on a hobby or interest using pages they find.

Computing Habits

Have you got a computer at home? What do you use it for?
Do you use a computer at work / school / university? What for?
What do you know about the Internet?
Do you use it at home, at work? What do you use it for?
What can you find / have you found on the Net?
Do you have any 'keypals' (internet penpals)?
Have you ever bought anything on the Net?

Brief History of The Web

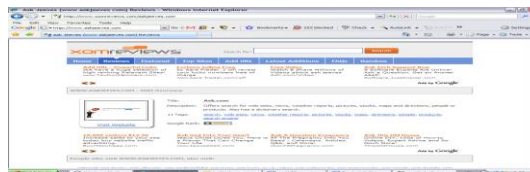
Read "The Web Story" and put the words in the gaps. One example (*address*) is done for you.

Personal computers (PCs)	Small, computers which people use at work/home.
A network	Computers joined together so that they can communicate.
The Internet	A network of millions of computers around the world.
Electronic mail (e-mail)	A way of sending and receiving messages on the Internet.
The World Wide Web	A user-friendly way of looking at words, pictures and sounds on the Internet. Also called the Web or the WWW.
A browser	Computer software used to look at the Web.
A site	A place on the Internet, also called a web page.
An address	The location of a site/web page.

The _____ has existed since 1969. It was created by the USA military as a way of communicating even after a nuclear war. Universities soon used it. At first it was only used to send and receive _____ messages. Thirty years ago computers were very big and very expensive. Today millions of people use computers at home and at work. Many people can afford to have a _____ at home and, at work, computers are joined over _____. In 1991 the _____ was invented. Now people looked at words, saw pictures and even heard sounds from around the world on their PCs. The Web was very popular. In 1987 there were 10,000 web pages but by 1992 there were more than one million _____s and many millions of web page **addresses**. Thirty years ago a few people used the Internet to send e-mail. Today, all you need is a PC and a _____ like *Explorer* to discover the wonderful world of the Web.

2 - Introduction to the Net (II)

SUMMARY:	An introduction to searching the Internet
LEVEL:	Lower Intermediate and above
TIME:	1 hour (50 minutes on the Internet)
LANGUAGE:	Question forms
SITES:	http://www.yahoo.com / http://altavista.digital.com / http://www.askjeeves.com
NOTES:	Your students will often want to find specific information on the Internet. This activity teaches them how to search using different search pages. Note that the Trivia Quiz used to introduce the activity will need to be adapted to suit your group.



Preparation:

Use a Trivia Quiz like the one below to generate interest. How well can your students do? It's a good idea to include some questions they are certain to be able to answer without using the Net as well as some they probably won't.

Online:

Introduce students to the different ways of searching using AltaVista, Yahoo! and Ask Jeeves (see **Part A** of *The Internet & The Language Classroom* for a reminder) and give them time to practise with the three sites. In groups, students try to finish the Trivia Quiz you've given them. When they have finished, give them some time to search for things they want to look at. The sample quiz below can be shortened to fit the time available, or you might like to try giving students a limited time to answer as many as possible, then pooling results to see if the class as a whole has managed to answer all of them.

Offline:

In groups, students prepare a trivia quiz for their colleagues to do. This is a good opportunity to do some work on question forms. When the quizzes are ready, students can have a quick return visit to the Internet to practise their newly-acquired search skills.

Follow Ups / Variations:

When the Trivia Quiz has been done, students can prepare a similar quiz for you to try. In multinational groups, each country can be represented by a question for you to answer. This activity can easily be adapted for younger learners by substituting the search sites for Yahoo!igans! (<http://www.yahoo!igans.com>), Ask Jeeves Kids (<http://www.ajkids.com>) and Lycos Kids (<http://www.lycos.com/kids/>)

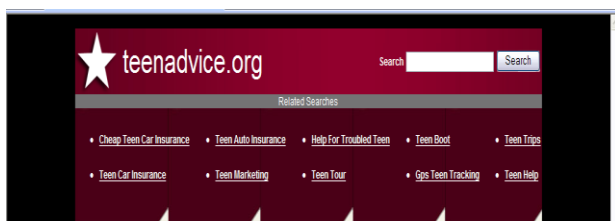
Trivia Quiz - Searching on the Web (sample)

1. What's the name of the president of the United States?
2. Who invented the aspirin?
3. How many players are there in a basketball team?
4. What's the capital of Australia?
5. What's the weather like in Paris today?
6. How many albums have the Rolling Stones recorded?
7. What product is Jamaica famous for?
8. Which film won the Oscar for Best Picture in 1996?
9. Who was the first person in space?
10. Who wrote 'One Hundred Years of Solitude'?

Use any of the search pages to find the answers you don't know

3 - Giving Advice

SUMMARY:	A look at teenage problems and giving advice
LEVEL:	Upper Intermediate and above
TIME:	1 hour (20 minutes on the Net)
LANGUAGE:	Revision of functions for giving advice, reported speech
SITES:	http://www.teenadvice.org – archive section
NOTES:	This site features many problems dealing with sensitive areas. Make sure you read through the problems you are going to use thoroughly before looking at them in class. You could also look at: www.teentalk.com , http://teenadvice.student.com/



Preparation:

In groups students talk about and list the kinds of problems they have (or had) as teenagers. What advice were they given? What happened in the end?

Divide the class into two groups and put the titles of some of the problems from the Teen Advice Archive on the board (make sure the problems are suitable and that the language used is what you want to focus on in the class). Each group should have about four titles. Give them time to decide what they think the problems are about, who they think is involved and what advice they would give the people.

Online:

Introduce them to Teen Advice and give them time to find the problems you gave them in the Archive. They should go through the problems and see if they guessed the content correctly. Ask them to make notes on the

problems and advice given, and also write down any language for giving advice that they find.

Offline:

Divide students up across the two groups to tell each other about the problems and advice they looked at, and ask them to compare the language for giving advice that they found. Put the language to the board.

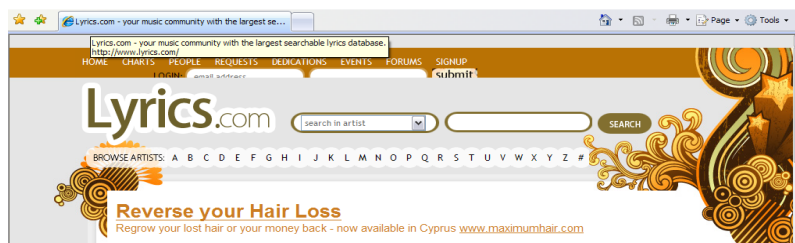
Follow Ups / Variations:

There are plenty of good traditional activities for this kind of language work, including 'running counsellors' where half the class are counsellors and the other half have problems (nothing too sensitive). Students with problems have a minute with each counsellor to explain their problem and get advice. At the end of the activity, votes are cast for the best counsellor.

Other options include a writing task where students are writing a case report on one of the problems, detailing the person and their problem, and the advice they were given – and making use of reported speech. Finally, why not try a class magazine (either on paper or as a web project – see **Part C** of *The Internet & The Language Classroom*) with a problem page?

4 - A Song Class

SUMMARY:	Student prepare songs to present to the rest of the class
LEVEL	Lower Intermediate and above
TIME:	1 hour (40 minutes on the Internet)
LANGUAGE:	None
SITES:	http://www.lyrics.ch / http://www.yahoo.com
NOTES:	This class relies on you and your students being familiar with a word processor as well as the Internet. There is a sample song class on the website which accompanies this book at http://insert_address_here/



Preparation:

In pairs, use the **Talking Music** discussion sheet below to start the activity. Get some feedback and do a song activity of your own. These invariably lead to a discussion between teacher and students as to what constitutes 'good music'. Tell them they are going to have a chance to 'get their own back' by preparing a song class for everyone else to do.

Online:

Introduce students to the International Lyrics Server (above) and show them how to search for lyrics. Once they have found the lyrics to a song they would like to do in class, demonstrate how to select the lyrics (*Edit -> Select All*) and copy them (*Edit -> Copy*). Open up a word processor and paste the lyrics into a new document (*Edit -> Paste*). Now get the students to use Yahoo! (see **Introduction to the Net II** above) to find a photo of the group or star whose song they have chosen – this is best accomplished by going to the Entertainment/Music/Artists section and searching from there. When they have the lyrics and the photo together in their word processor, make sure they save the document and print it out.

Offline:

Each group who has found a song is in charge of producing a song worksheet. Help them decide what they want to do (e.g. gap-fill, re-arrange words, correct the mistakes, ...) and give them time to produce a finished worksheet. These can be used throughout a course with each group presenting and 'teaching' their song.

Follow Ups / Variations:

Using Yahoo! students could also find biographical information on the group they have chosen. This could then be turned into a presentation or project, or even a website

Talking Music

In groups, discuss the following questions:

1. Who are your favourite pop stars and groups?
2. What are your top five favourite albums of all time?
3. What is the best single ever recorded?
4. What's the best music video you've ever seen?
5. What's the best concert you've ever been to?
6. Do you prefer cassettes, mini discs, CDs or records?
7. Which groups or pop stars do you dislike?
8. How much money do you spend on music per month?

Find out anything else you would like to know about your group's music habits

5 - Celebrity Dinner Party

SUMMARY: Finding out about famous people

LEVEL: Lower Intermediate and above

TIME: 60 minutes (30 minutes on the Net)

LANGUAGE: Past tenses /

SITES: <http://www.celebsites.com> | <http://www.yahoo.com>

NOTES: Current celebrities can be found at the CelebSites website. For older famous people, dead ones or the scientist / politician / writer range, use Yahoo! sections. This can also be adapted for Business English classes, using appropriate figures from the world of business. finance, etc.



Preparation:

For this activity you'll need some pictures of famous men and women (living or dead). Try to find a selection of scientists, politicians, pop stars, actors and actresses, writers, etc. Display the pictures and elicit any information the class knows about the people. If you lack the time or resources to prepare an activity like this, simply provide the names of celebrities, or perhaps have a quick quiz, with you providing surnames and the class providing the first names as you write them on the board.

Explain that the class has won a competition to host a celebrity dinner party and that they can invite four of the people shown.

Online:

Use the sites above – or, alternatively, give students a chance to practise their search skills. In pairs, they have 30 minutes to find out about the people they are not familiar with, and make some notes on their achievements and reasons for being famous. When they have finished, they should be in a position to decide who to invite.

Offline:

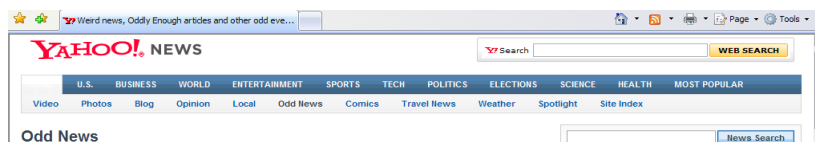
Give everyone a Seating Plan (see below) and give each pair a chance to arrange their guests around the table in such a way that everyone will have somebody interesting to talk to. Then put pairs together to discuss their arrangements and explain who they have invited and why. They should also be encouraged to say why they have people sitting next to each other, and where they themselves would sit and what they would like to ask their guests.

Follow Ups / Variations:

There are plenty of opportunities to adapt and extend this activity. Students might like to plan the menu for the evening (are any of the celebrity guests vegetarians?) or perhaps arrange an interview with their favourite guest. The interview can then be written up.

**6 - Strange News**

SUMMARY:	A short activity based round news headlines from Yahoo! / Reuters
LEVEL:	Upper Intermediate and above
TIME:	1 hour (20 minutes on the Internet)
LANGUAGE:	Telling stories, anecdotes, conversational skills
SITES:	http://www.yahoo.com/headlines
NOTES:	The stories at the Yahoo! headlines site change regularly, so it is not a good idea to choose your headlines too far in advance. This activity is an ideal one for doing entirely offline if necessary. The Yahoo! news site also features Business news.

**Preparation:**

Get some topical cartoons or news headlines from newspapers and magazines and pass them out in groups. Students try to remember (or guess) what the stories were. Can they remember anything curious or funny which has happened recently?

Divide the class into groups and give each group 3 or 4 headlines from the curious stories section of Yahoo! News Headlines. They have a look at their headlines – can they guess what the story is? They make predictions as to what they think each story could be about. You can also do a vocabulary prediction exercise – which words would they expect to find in each article?

Online:

Students visit the Yahoo! News Headlines site and find their stories. They then read them and make notes on them.

Offline:

Later students get into bigger groups – or as a whole class activity – and tell each other their stories, including new (and useful) words they have learnt.

Follow Ups / Variations:

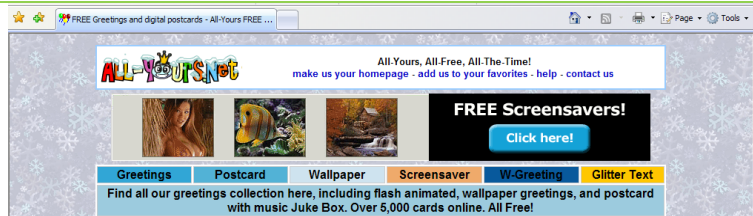
You could take a look at some language used for swapping anecdotes: “This is a great one...”, “This one’s funny...”, “I’ve never heard that one before...”, etc. There are also plenty of Urban Myth sites on the Net (a quick

search of Yahoo! or AltaVista will turn up quite a few) which can easily be exploited in this context. A writing activity where students write the article, based on strange headlines you provide is also a good follow-up.

I have found this to be an excellent quick activity for higher level students. Not only is it a lively and interesting start to a class, it is also an invaluable source of vocabulary.

7 - Mystery Postcards

SUMMARY:	Describing places, food, people, etc.
LEVEL:	Elementary and above
TIME:	1 hour (30 minutes on the Net)
LANGUAGE:	Past tenses, present perfect, adjectives
SITES:	http://www.all-yours.net/program/start20?write938159&lan=en
NOTES:	If this site is not to your liking, try a search for something like “virtual postcard” in Yahoo! or AltaVista for a selection of similar websites. You’ll need email addresses for your students. This activity was first suggested to me by Paul Henderson, a former colleague.



Preparation:

Hand out a copy of the **Mystery Postcard** (below) and ask students where they think Graham and Cindy are on holiday. The answer should be Paris. How did they know? There are plenty of clues, including: tower, boat on the river, art gallery, croissant, wine, Disney. Now ask them to think of somewhere they would like to go on holiday and to make a list of the things they would do and see there. This can also be done with somewhere they have already been.

Online:

Divide students into pairs. Go to the Digital Internet Postcard site listed above and give students time to prepare and send a mystery postcard to their partner. This involves choosing an image, writing the text for the card and addressing it (email address), previewing it to make sure it looks fine and then clicking the send button.

Note that when a postcard is sent, notification is sent via email to the recipient who then has to return to the site to 'collect' the card. This is usually very quick, but you may need to continue this activity in a subsequent class if the cards don't arrive quickly enough. When the students have picked up their postcards, print them out.

Offline:

Display the postcards in the classroom and give students time to walk around deciding where everyone is on holiday. They should make notes of the clues which helped them work out the answers. Get feedback and check everyone is right.

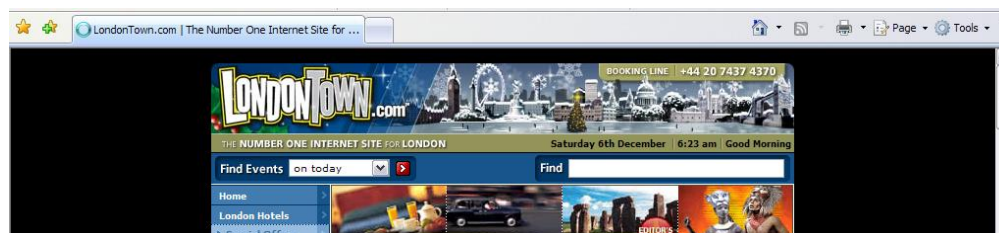
Follow Ups / Variations:

For higher levels, work on country stereotypes can be done, concentrating on adjectives and concepts used to describe people from different countries (e.g. English people all wear bowler hats and carry an umbrella and The Times. They are cold and a little arrogant...) What is the purpose of stereotypes, and how much truth is there in them? For lower levels, a holiday diary is a fun follow-up.

<p>Dear Mum and Dad,</p> <p>It's really great here! The flight wasn't very long and we had good food on the plane. It's a very expensive city, so we haven't been out too much. You were right, the view from the top of the Tower is amazing, you can see all of the city. Today we're going on a boat on the river and then to visit a couple of old churches before we go to that art gallery you told us about. We've had lots of croissants and coffee for breakfast - very cheap! The wine is also good and cheap. Disney at the weekend!</p> <p>Love, Graham and Cindy</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Mr and Mrs Thomas</p> <hr/> <p>3 Blackberry Way</p> <hr/> <p>Gloucester</p> <hr/> <p>England</p> <hr/> <p>GR1 4XY</p> <hr/>
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8 - The London Sightseeing Tour

SUMMARY:	Planning a day out in London
LEVEL:	Lower Intermediate and above
TIME:	1 hour (30 minutes on the Net)
LANGUAGE:	Making arrangements, suggesting, agreeing, disagreeing
SITES:	http://www.londontown.com
NOTES:	Most major world cities have plenty of websites devoted to them. Look in Yahoo! for a city which suits you and your students best. This activity also works well in a Business English class.



Preparation:

Start off with a general chat about London. Have any of the students visited the city? What did they do there? What did they visit and see? Get students into groups of three and four and give them time to talk to each other and find out what they like doing when they visit a new city: do they like seeing monuments, going shopping, visiting galleries, etc? Now tell them they are going to plan a day out in London, between them, and that they must try to agree on what to see and do and to accommodate the likes and dislikes of each member of the group.

Online:

The London Town website has complete coverage of things to see and do in London. Steer students towards sections such as Attractions, Open Top Bus Tours, Sightseeing and Walking Tours. There are also sections on eating, shopping, etc.

Offline:

Once they have agreed, have them complete the **London Sightseeing Tour** worksheet (below) and then re-

distribute the group members to make new groups with everyone explaining to the others what their group decided to do, where to go, etc. If you have paper maps of the city or other realia, these can make the activity more interesting. For those with unlimited Internet time, stay with the computers for a more interesting description, using the website.

Follow Ups / Variations:

A logical follow-up is to design a similar resource for the city your students live in. Decide on the major features of the city. Why would someone want to visit it, and what should they do while there? What other information would they need to know to have a successful visit?

London Sightseeing Tour

Write a brief summary of times and activities as you plan them...

8 a.m. - breakfast in the hotel
9 a.m. -

9 - Puzzlemaker

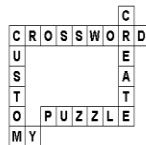
SUMMARY:	Making and solving puzzles
LEVEL:	Elementary and above (Young Learners)
TIME:	1 hour (30 minutes on the Net)
LANGUAGE:	Vocabulary revision
SITES:	http://www.puzzlemaker.com
NOTES:	Puzzlemaker is a real timesaver for busy teachers, but is also fun for students to use. It makes all kinds of puzzles which can then be printed and used in class or for homework. Puzzles include: wordsearches, wordsearches with hidden messages, crosswords, cryptograms, etc.

Free Online Puzzle Maker

Free Puzzle Maker: Choose your puzzle type:



[Word Search Puzzle](#)



[Crossword Puzzle](#)

Preparation:

There are lots of different ways of using Puzzlemaker, but I think my favourite is as a regular vocabulary revision activity. This is an idea for using the wordsearch maker. Get students in pairs to brainstorm vocabulary for a particular area you have been working on recently (or not so recently), e.g. food and drink, travel or similar. Have them make a list of 15-20 words they can remember from the field.

Online:

Show them how to use the wordsearch maker. All they then have to do is fill in the form and have the webpage make their wordsearch for them. Encourage them to personalise the title such as "Ivan and Natalie's Travel Quiz". Make sure you print a copy of each quiz when it is finished.

Offline:

Photocopy the quizzes and distribute them over the following classes, either as quick activities in class or for homework. I like to use this regularly as it gives the students some investment in the work done in class, and there's the added challenge of being able to make a puzzle which can't be solved by their colleagues.

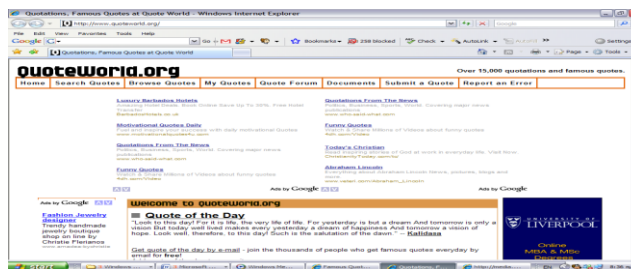
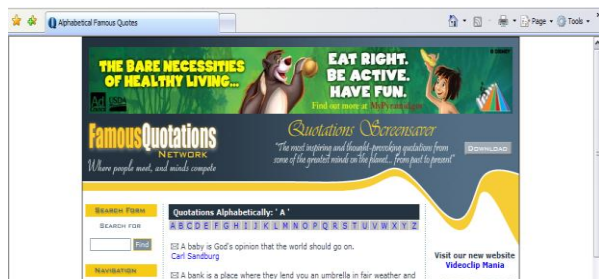
Follow Ups / Variations:

Investigate the other types of puzzles – most of them are easy to make, and once your students have learnt

each type they will be able to make them unsupervised.

10 – Who Said That...?

SUMMARY:	Famous Quotations
LEVEL:	Upper Intermediate and above
TIME:	75 minutes (30 minutes on the Net)
LANGUAGE:	Talking about famous people
SITES:	http://www.famous-quotations.com/ , http://www.quoteworld.org/
NOTES:	This site can be searched alphabetically, by category and by author. More quotation sites are available through Yahoo! if you don't find what you are looking for here.



Preparation:

Start with the **Who Said That... ?** activity (below) There's a good chance that your students will know some of them, but not all. Get feedback and see which ones they know, and what they know about the people who said them, and the circumstances in which they were said. An alternative presentation might be to start by putting the names of the people from the **Who Said That...?** activity up on the board. Elicit any information about the people, and see if the students know what they are famous for. Then lead into the activity.

Online:

Give them time to finish the activity, finding the quotes they didn't know. Encourage quick finishers to look around, pointing out the different search options. Get feedback on the rest of the answers. Now tell them they are going to make an inspirational quotation wall, and that they have ten minutes to find two or three quotations each which they think are useful, funny, intelligent, etc.

Offline:

Using large pieces of card or paper, have student make the quotations wall, discussing how quotations should be organised, and saying why they chose them and what meaning they have for them.

Who Said That... ?

We're more popular than Jesus Christ now
Any colour, so long as it's black.
That's one small step for a man, one giant step for mankind
I have a dream today
All I need to make a comedy is a park, a policeman and a pretty girl
It's often safer to be in chains than to be free
Ask not what your country can do for you; ask what you can do for your country
I never forget a face, but I'll make an exception in your case
Hell is other people
I cannot believe that God plays dice with the cosmos

Franz Kafka	Henry Ford	Groucho Marx
John Lennon	John F Kennedy	Martin Luther King
Neil Armstrong	Albert Einstein	Charles Chaplin
	Jean Paul Sartre	

USEFUL WEBSITES

1. General resources
2. Reading
3. Listening
4. Writing
5. Grammar
6. Vocabulary

➤ READY-TO-TEACH MATERIAL/SKILLS

www.webenglishteacher.com/esl.html (1)
www.teachingenglish.org.uk/index.shtml (1)
www.onestopenglish.com (1)
www.tefl.net/esl-lesson-plans/ (1)
<http://iteslj.org/links/TESL/Lessons/p3.html> (1)
www.esl-galaxy.com/board.htm (1)
www.esl-galaxy.com/completelelessons.html (1)
www.tesol.net/teslmat.html (1)
www.bbc.co.uk/worldservice/learningenglish (1)
<http://raisingkids.co.uk> (1)
www.efl4you.com (1)
www.rcpsych.ac.uk/campaigns/changingminds/ (1)
www.teachervision.com (1)
www.teachers.teach-nology.com (1)
<http://esl.about.com/> (1)
<http://teachingactivities.pbwiki.com/> (1)
www.breakingnewsenglish.com/ (1)
[/www.englishclub.com/](http://www.englishclub.com/) (1)
www.teachersfirst.com/index.cfm (1)
<http://iteslj.org/Lessons/> (1)
<http://english-zone.com/index.php> (1)
www.tesol.net/teslact.html (1)
<http://beo-businessenglishonline.wikispaces.com/Language+matters> (1)
www.learnenglish.de/ (1)
www.english-daily.com/ (1)
www.imparareinglese.co.uk/esercizi_inglese.htm (1)
www.admc.hct.ac.ae/hd1/english.htm (1)

www.admc.hct.ac.ae/hd1/english.htm (1)
www.usingenglish.com/ (1)
www.uefap.com/ (1)
<http://englishpage.com/> (1)
www.teach-nology.com/themes/holidays/ (2)
www.londontown.com (2)
www.mrnussbaum.com/readingpassageindex.htm (2)
<http://eduplace.com/tales/> (2)
www.iwebquest.com/egypt/ancientegypt.htm (2)
www.ryman-novel.com/ (2,4)
<http://web2.uvcs.uvic.ca/elc/studyzone/index.htm> (2,5)
www.bbc.co.uk/radio/podcasts/directory/ (3)
www.iei.uiuc.edu/student_grammarsafari.html (3)
www.languageclub.com/practice/ (3)
www.esl-lab.com (3)
<http://eflclassroom.ning.com/index.php> (3,4)
ruthvilmi.net (4)
<http://all-yours.net/> (4)
www2.actden.com/writ_den/tips/contents.htm (4)
www.englisch-hilfen.de/en/index.htm (4,5,6)
www.grammarmancomic.com/ (5)
www.myenglishgrammar.com/english/index.php (5)
<http://a4esl.org/> (5,6)

➤ MUSIC AND SONGS

www.reallylyrics.com
www.esl.lounge.com/songsz.html
www.manythings.org/el/

➤ **EFL PUBLISHERS**

Cambridge University Press www.cup.org

Oxford University press
www.oup.usa.org

Longman www.pearsonlongman.com/

Macmillan www.insideout.net/
www.macmillanenglish.com/

Pearson www.eltforum.com/

➤ **ENCYCLOPEDIAS/SCIENCE**

Encyclopedia Britannica Online
www.britanica.com

Biography www.biography.com

NASA homepage
www.nasa.gov/home/index.html

BBC Science and Nature Homepage
www.bbc.co.uk/

National Geographic
www.nationalgeographic.com/

Think Quest <http://library.thinkquest.org/>

Environmental Protection Agency
www.epa.gov/

ENCARTA <http://encarta.msn.com/>

Wikipedia <http://en.wikipedia.org/>

➤ **IDIOMS**

<http://idioms.thefreedictionary.com/>

www.idiomsite.com/

www.usingenglish.com/reference/idioms/

➤ **GLOBAL ISSUES**

www.unesco.org

www.unicef.org

www.un.org/

www.tolerance.org

www.civilrightsphotos.com

[/www.globalissues.org/](http://www.globalissues.org/)

www.poverty.com/

www.bullying.org/splash_page/bullying.cfm?sRes=800

www.bullying.co.uk/

www.medimun.com/

www.biography.com/

School Violence
http://whyfiles.org/065school_violence/

Teenagers' Guide to the Real World www.byggpub.com/

www.teenadvice.org

www.celebrities.com

www.xtec.es/crle/02/webquests/english/2index2.htm

➤ **DICTIONARIES**

www.yourdictionary.com/

www.merriam-webster.com/

<http://dictionary.cambridge.org/>

www.askoxford.com/

<http://www.askoxford.com/dictionaries/>

➤ **TEACHER DEVELOPMENT**

www.eslcafe.com/idea/index.cgi?For:the:Teacher

<http://schools.becta.org.uk/index.php?section=re>

www.teachervision.com

www.slideshare.net

www.commoncraft.com/

www.teachers.tv/

www.teachertube.com/

www.kn.pacbell.com/wired/wired.html

<http://kathyschrock.net/>

➤ **NEWS / NEWSPAPERS**

BBC radio, television and educational channel

www.news.bbc.co.uk

CNN www.cnn.com

www.european-voice.com

PBS tv excellent educational thematic websites

www.pbs.org

Time (US magazine)

www.time.com

News for kids and news related activities

www.timeforkids.co/TFK

Herald Tribune International

www.iht.com/articles/2006/11/20/news/models.php

Guardian Internet Edition

<http://education.guardian.co.uk/>

Woman's online Magazine, Woman Junction

www.womanjunction.com/

<http://news.yahoo.com/>

<p>➤ CLIPART</p> <p>http://free-clipart.net/ www.free-graphics.com/ www.allfree-clipart.com/ www.office.microsoft.com/clipart/</p> <p>➤ ENGLISH CULTURE</p> <p>www.englishculture.allinfoabout.com</p> <p>➤ IMPROVE YOUR Am/Br PRONUNCIATION</p> <p>www.englishforteachers.free.fr www.justforteachers.co.uk</p>	<p>➤ PROVERBS/SAYINGS</p> <p>www.manythings.org/proverbs/ www.englishdaily626.com/proverbs.php www.syvum.com/proverbs/ www.phrases.org.uk/meanings/proverbs.html http://sayings.wordpress.com/ www.great-quotes.com/ http://famous-quotations.com/</p>	<p>➤ CONCORDANCERS</p> <p>British National Corpus www.natcorp.ox.ac.uk/ http://sara.natcorp.ox.ac.uk/lookup.html</p> <p>➤ MOVIES/VIDEOS</p> <p>www.youtube.com IBDM Earth's Biggest Movie Database www.imdb.com/ ALL MOVIE http://allmovie.com/</p>
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RECOMMENDED TOOLS FOR EFL TEACHING & LEARNING

<p>WIKIS</p> <p>www.pbwiki.com</p>	<p>Blogs</p> <p>www.blogger.com</p>	<p>E-MAIL EXCHANGE</p> <p>www.epals.com</p>	<p>ON-LINE PROJECTS</p> <p>www.ieaRn.com</p>
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