

## Fancy some new ideas to use in your classes?

### If so, join our SWAP SHOP!

It has never been easier to get lots of new ideas from different people all at once - Swap Shop is the answer! It's a fun and effective way to exchange teaching materials with others. All you have to do is to bring in your favourite activity and you'll leave with a pack full of teaching ideas. You won't regret it!

#### It is as simple as this:

1. **Write up your lesson plan or activity** in a clear, user-friendly format. The heading should include your name, place of work, lesson/ activity title, and the age group and level for which the activity is appropriate.
  2. **All submissions should be typed** and the maximum length is one page.
  3. **Prepare 40 copies** and bring them with you.
  4. **Take your copies to the Swap Shop table no later than lunchtime on Saturday**, where you will be given an entrance ticket to the Swap Shop.
  5. **After lunch on Saturday, return to the Swap Shop** and exchange your ticket for all the activities that have been submitted.
- Here are some ideas to see if we can inspire you to join us!

#### **Title: Reporting messages**

**Name:** Diana Kingsley-Thomas

**Work place:** University of ESIC in Pozuelo de Alarcón

**Age group:** Teenagers and above

**Type of activity:** Listening and reported speech

**Level:** Pre- Intermediate and above

#### **Method:**

- 1- The listening part can be done either by :
  - Watching a short video on you tube.

- The teacher can tell students a story
  - Ask students to previously write a story or just tell the class what they did at the weekend and so on.
  - Our set a topic like a detective story, a real story or whatever you want.
  - Any activity that comes to your mind where students are listening to something.
- 2- Students listen carefully for gist and general understanding. The higher the group the harder the listening.
  - 3- **For lower groups:** You can then ask them to either tell you what they understood even if it was one or two things or you can first ask them direct questions and then get them to re-tell you the story.
  - 4- **For higher groups:** ask them to tell you what they understood.
  - 5- Once you have done all this preparation, tell the story again and tell them to listen carefully as if they were spies (for example) and had to report back to their superior, friends, parents or whatever scene you have set.
  - 6- **For lower groups:** Either put them in groups and give them time to write it up using reported speech or give groups time to discuss and then ask volunteers to report back to you by using reported speech when appropriate.
  - 7- **For higher groups:** Get them to report back to you.

#### **Further activities:**

- 1- Ask students individually to write direct questions about the listening or any questions.
- 2- They must walk around the class and ask everyone their questions and at the same time remember everyone's answers!
- 3- Then they try to report back to the class. If they get it right, they get a point.

## **Title: Revision Vocabulary Game**

**Name:** Diana Kingsley-Thomas

**Work place:** University of ESIC in Pozuelo de Alarcón

**Age group:** All levels

**Type of activity:** Revising previous vocabulary

**Level:** All levels

**Greedy, Stubborn, Rude, Impolite, etc**

**Thought, Ran..... This will all depend on the vocabulary they have learnt!**

**Method:**

1. Put up the words that you want students to learn on the board. You can do it in groups such as verbs, nouns, adjectives, etc or you can just choose words at random.
2. Divide the class into 2 big groups
3. Put two chairs in front of the class facing the groups with their backs to the board.
4. Choose representatives of each group to come to the front of the class.
5. Both groups try to explain the words, the teacher chooses, at the same time and in English.
6. The first team to guess gets the point. You must switch students sitting down so everyone gets a go.

Students love this game!

**Options:**

- You can ask them to write a funny story- turn it into a competition
- You could start a chain story and many other activities.

**Title: Vocabulary Puzzle**

**Name:** Diana Kingsley-Thomas

**Work place:** University of ESIC in Pozuelo de Alarcón

**Age group:** Teenagers and above

**Type of activity:** This is a problem- solving activity for groups of three to five students.

**Level:** Intermediate and above

**Preparation:** Copy the hand-outs.

**Method:**

1- Divide the class into groups of 3-5 students. Give each group a copy of the main hand-out, plus a set of clues.

2- Explain that there are five people staying in a hotel. Using the clues, the students have to complete the missing information in the table, namely each person's job, character, interest or hobby, plus one other item of information.

3- Allow them 5 minutes to read through the clues. If necessary, explain any words they don't understand.

4- Set a time-limit (20 minutes or even less depending on the students) and stop everyone whether they have finished or not.

5- Check the answers orally.

## Vocabulary puzzle

ROOM	NAME	JOB	CHARACTER	INTEREST	OTHER INFO
101					
102					
103					
104					
105					

### JOB

TRAINEE

SOLICITOR

HUMAN RESOURCES  
MANAGER

ACCOUNTANT

MANAGING DIRECTOR

### CHARACTER

MEAN

DEMANDING AND  
BOSSY

OPTIMISTIC

CONCEITED

who  
'hich

AMBITIOUS

### INTEREST AND HOBBY

GAMBLING

TRAVELLING

COLLECTS CARS

PAINTING

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as (

PADDLE

### OTHER INFORMATION

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- 2-The person in the end room deals with employing, training and helping people.
- 3-Ms Williams is a solicitor.
- 4- The person in room 101 is being trained for a job and at the moment loves betting but often loses.
- 5-Ms Williams, who's in the room next to Mr Smith, deals with divorces and wills.
- 6- The person who is professionally successful is determined to be even more successful, rich and powerful.
- 7-The person in room 101 never tips.
- 8-The solicitor likes playing a sport that requires a small round flat bat with a short handle, which is used for hitting a ball.
- 9- The person in room 102 is extremely successful in their job.
- 10-Mr Roberts, who's the managing director, likes visiting countries.
- 11-The person who is in room 105 thinks they are very clever, skilful, beautiful etc - used to show disapproval.
- 12- The person in room 101 was forced to leave their job.
- 13- The person who's always telling people what to do and breathing down people's neck, thought about buying a wig.
- 14- The person in room 103 is in charge of a large company and organisation.
- 15-Mr Harvey has colourful fingers some days.
- 16- Mr Harvey is in the room between Ms Jackson and Mr Roberts
- 17-Mr Harvey's job is to keep and check financial accounts.
- 18-Mr Jackson is in room 105.
- 19-Mr Harvey usually looks on the bright side of life.
- 20- Mr Jackson has a Ferrari, a BMW and a Mini.
- 21-This person has a skill that is essential in a company.
- 22- The person in the end room has slowly worked their way up in the company.

<b>R</b>	<b>NAME</b>	<b>JOB</b>	<b>CHARACTER</b>	<b>INTEREST</b>	<b>OTHER INFO</b>
<b>101</b>	Mr Smith	Trainee 4	Mean 7	Gambling 1	Was fired 12
<b>102</b>	Ms Williams	Solicitor 5	Ambitious 6	Paddle 8	A high flier 9
<b>103</b>	Mr Roberts	Managing director 14	Demanding and bossy 13	Travelling 10	Bald 13
<b>104</b>	Mr Harvey	Accountant 17	Optimistic 19	Painting 15	Computer skills 21
<b>105</b>	Ms Jackson	Human resources manager 2	Conceited 11	Collects cars 20	Shuffled up the ladder. 22

## **Title: The Great Survival Debate**

**Name:** Diana Kingsley-Thomas

**Work place:** University of ESIC in Pozuelo de Alarcón

**Age group:** Teenagers and above

**Type of activity:** Speaking using the conditionals.

**Level:** Intermediate and above

**Preparation:** Give out a card for each group. Put the students into groups depending on the number of students.

**Method:**

**Set the scene:**

1-Tell students to imagine that the Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, they can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization.

Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier.

**One group** must stay behind or the spaceship will not take off! Which one will it be?

**Preparation:**

2- Copy and cut the handouts. For groups of less than six students, choose the four most appropriate ones.

3- The students work alone to prepare their argument. Set a time limit depending on their level.

4- When the students have had enough time to write down a few notes, the first group must have a go at convincing the others why they should not be left behind.

5- Then the other groups must try to do the same. This is basically an open debate. Students must also try to find flaws in the other students' debates.

6- Set a time limit (15-20 minutes). The teacher must write down any mistakes students may make and then give them feedback.

**Handouts for students**

Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their

Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of doctors; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**



Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of historians; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**



Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of artists; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**

**How will you.....?**



Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of farmers; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**

**How will you.....?**



Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of scientists; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**

**How will you.....?**



Imagine that Earth is dying and that there is only one spaceship left to take different groups of people that are still on Earth. However, you can only choose 7 groups, with 20 people in each group, to go to the moon where there is a new civilization. Here are the groups that remain on Earth. They are still here because their spaceship had technical problems and couldn't leave earlier. One group must stay behind or the spaceship will not take off! Which one will it be?

**You are the group of engineers; think up convincing ways why you should not remain behind.**

**Without us people wouldn't be able to.....**

**If we stayed behind.....**

**We cannot be the group left behind because.....**

**It's important for us to go as.....**

**How will you.....?**

