

### LIST IT!

#### Players

any number of teams with one to three players in each team

#### Materials

one set of cards per game; a piece of paper; a pen/pencil

#### Before starting

Photocopy and cut up the cards along the dotted line. Place the cards in a pile, face down. Elicit the difference between *List it* and *listed* (the pronunciation is very similar). *List it* = write it on a list; *listed* = it is written on a list.

#### How to play

A player (it doesn't matter who) picks up a card and reads it out loud to all the players, e.g. *List five places where you should be as quiet as a mouse*.

The teams race to write down five items, e.g. *library, church, exam room, theatre, mosque, art gallery*. When a team has five, they shout *Listed!*, and the other teams stop writing, or finish the item they are writing, regardless of how many they have written. At this point, the teacher discreetly checks that the fastest team has five valid items. If they do not, the teacher says, *Keep writing (or List it!)*.

Once the teacher has confirmed the winning team has five valid words, the winning team reads out their words to the other teams. The other teams listen and tick off any words they hear which also appear on their own list, and check the meaning of any new words.

#### How to score

The first team to get five valid items wins **one point**. The winning team can win **one bonus point** for each item on their list which doesn't appear on any of the other teams' lists. If all the words on the winning team's list are spelled correctly, they get **an additional one point**. All points are recorded on a single piece of paper.

Students will naturally argue about the validity of the answers. This is an important part of the game (and good, genuine communication). The teacher should function as a referee, impartially deciding which words count or not, but students should be given the chance to argue their case.

### Versions of the game

- **Whole class:** If playing as a whole class (this works with up to 15 students or so), it is not necessary to cut up the cards. The teacher can simply read out the cards to the class or write them on the board. Students work individually. The first student to write a correct list of five, wins.
- **Longer list:** With stronger classes, the teacher may want to make the game more challenging. Teachers could increase the length of the list to up to ten items.
- **List unlimited:** The teacher could ask students to write as many words for each category as they can think of in their teams within a time limit.

### Notes

This game revises a range of vocabulary from Student's Book 9, Units 13–16. As well as providing revision and some extension on the key vocabulary from the Student's Book, students will also use some general knowledge.

### Follow-up activities

Students go back over the cards and their lists and add any new items of vocabulary to their notebooks. For homework students create their own List it! questions for the next class.



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|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p><b>List 5 ...</b><br/>ideas that would sound far-fetched to a person born 200 years ago</p> | <p><b>List 5 ...</b><br/>trades that involve using your hands</p>                                            | <p><b>List 5 ...</b><br/>things that should be waterproof</p>                                      |
| <p><b>List 5 ...</b><br/>professions where numeracy skills are vital</p>                       | <p><b>List 5 ...</b><br/>things that are difficult to do if you work a steady job</p>                        | <p><b>List 5 ...</b><br/>plausible reasons for not handing in an important piece of work</p>       |
| <p><b>List 5 ...</b><br/>products that you can find fake versions of</p>                       | <p><b>List 5 ...</b><br/>things that take longer than writing a dissertation</p>                             | <p><b>List 5 ...</b><br/>ways that campaigners try to raise awareness about important issues</p>   |
| <p><b>List 5 ...</b><br/>jobs you don't need to be well qualified in order to do</p>           | <p><b>List 5 ...</b><br/>things that children are not in charge of</p>                                       | <p><b>List 5 ...</b><br/>ways to know that someone is trustworthy</p>                              |
| <p><b>LIST 5 ...</b><br/>PLACES WHERE YOU SHOULD BE AS QUIET AS A MOUSE</p>                    | <p><b>List 5 ...</b><br/>personal qualities that help you be a good hero / leader</p>                        | <p><b>List 5 ...</b><br/>things you could learn at a workshop</p>                                  |
| <p><b>List 5 ...</b><br/>things someone might say after falling for a scam</p>                 | <p><b>List 5 ...</b><br/>personal qualities / situations that would make it difficult to hold down a job</p> | <p><b>List 5 ...</b><br/>things you might say to your boss while resigning from a job you hate</p> |
| <p><b>LIST 5 ...</b><br/><b>THINGS A COMMITTED EMPLOYEE MIGHT SAY TO THEIR BOSS</b></p>        | <p><b>List 5 ...</b><br/>situations where someone might get cold feet</p>                                    | <p><b>LIST 5 ...</b><br/><b>DIFFERENCES BETWEEN WORKING AND STUDYING</b></p>                       |