

- Lorie Wood gave three websites for ecotourism and asked her advanced learners to design a trip that upheld ecotourism principles. They began by identifying those principles and listing them.
- At the beginning of a project on refugee camps, Yvonne Beaudry gave her intermediate students some websites to look at to find out and list the facilities a refugee camp should have. Groups were then asked to design their own camp.

### **4.3.3 Games based on listing: quizzes, memory challenge, and guessing games**

The listing process can form the basis for many simple activities like quizzes, memory games, and guessing games. For example, the volcano lesson could begin with each pair collating and finalizing their list of facts, and then writing a true/false quiz, by changing some of the statements in their list so that they are not true. Or they could write five quiz questions about Mount Etna to give another pair to do, or to ask the class. This could even become a competition, with the class divided in two halves taking turns to respond orally to the true/false statements, or to ask and answer each other's questions, with points being scored by each team for right answers.

Guessing games can also incorporate listing. For example, they can involve

- the class asking the teacher questions (or vice versa) such as 'Guess what I had for breakfast today', or
- students writing five short sentences about their chosen animal and then reading them or saying them for the class, then asking 'Guess what animal this is' (see Appendix 1.4), or
- the well-known game 'Guess what I've got in my bag'.

Here is a brief account of how Sandee Thompson does a version of this last task with her low intermediate learners.

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#### **Junk we carry round with us**

Sandee gets learners to guess what she has in her book-bag that day. After accepting guesses from the class, Sandee then reveals the objects one at a time and talks about them—a good example of teacher talk forming comprehensible input. This can lead on to a classification task (described in the next section). After this, learners do the same guessing task with each other, in pairs. They then hear a recording of Sandee doing the same task with a colleague and note down differences they hear in the style of interaction. They repeat the same task with another partner and report back on what they have noticed.

(See Appendix 1.6 for a fuller account and to see what Sandee did next.)

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#### 4.3.4 Tasks for real beginners

Taken more slowly, this last task ('Junk we carry round with us') would also be suitable for beginner learners. If learners need consolidation of the new vocabulary, a task like this could subsequently be turned into a memory challenge game by covering up the objects once they have been taken out. Then learners in pairs can draw or write a list of the objects they remember. The challenge is then to see which pair can remember the most objects. You can give them clues if they get really stuck early on. And finally, after seeing all the objects again, learners (or teams of learners) can take turns to tell the teacher what to put back in her bag. To make it more fun, this could also be done as a memory challenge (with the objects concealed), each learner naming one thing that has not been mentioned before until all the objects are back. This sequence of small tasks offers plenty of opportunities for learners to recycle the names of common objects as well as exposure to natural interaction as their teacher talks about them and the activities themselves.

'International words' is an example of a teacher-led listing task that can be done by most classes of complete beginners. It does not put pressure on learners to speak, only to listen and understand as much as possible and to try pronouncing some words. It helps beginners to get used to the flow of English and to recognize words they know in that context. It works because quite a few English words have become international; but of course the number of familiar words also depends on the learners' own mother tongue and their life experience.

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#### Topic: International words of English

The teacher starts with a class brainstorm, drawing or writing on the board some words the learners probably already recognize in English, e.g. 'taxi', 'football', 'television', 'supermarket'. The teacher talks a little about each word as it comes up ('Who likes football?' 'Who plays football? You?') using gestures and facial expression to help them understand. The teacher might then ask learners to supply other words of English they already know, and to practise pronouncing them the English way.

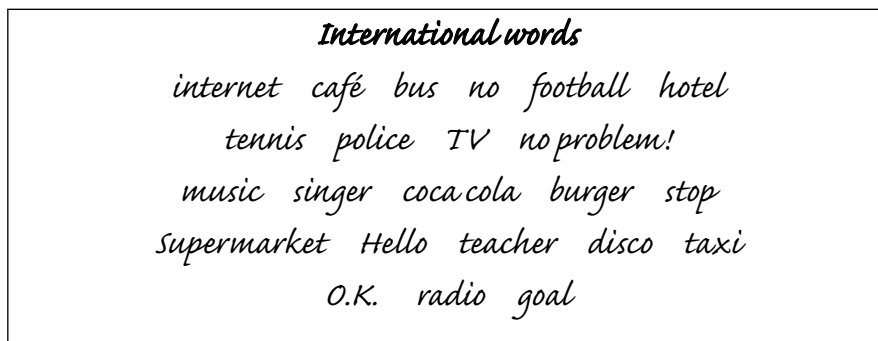


Figure 4.3 International words (1)