

# Gamecard 26 • What am I?

<b>Time:</b>	<b>15 minutes</b>
<b>Interaction:</b>	<b>Two teams</b>
<b>Focus:</b>	<b>Identifying occupations</b>
<b>Materials needed:</b>	<b>Jobs vocabulary list</b> <b>2 markers</b>
<b>Level of difficulty:</b>	<b>Medium to high</b>

## Method

Divide students into two teams of roughly equal size and ability. Draw a line down the center of the board. Have each team think of a name for their team, and write the names on the board. Have students sit on the side of the classroom that corresponds with their own half of the board, leaving a space in the middle of the room. Stand at the back of the classroom, opposite the board. Have one student from each team stand up and take a marker. Give a description of one of the occupations. For example, 'I work all over the world. Many people know my name. I act in movies. What am I?' In order to get a point, students run to their side of the board and write down the word with the correct spelling. Encourage the students to help their team member. As soon as one of the students at the board has the correct spelling and it is written in neat handwriting, have him/her run back to you as quickly as possible. Tell him/her that in order to get a point for his/her team, he/she must tell you the word that he/she wrote on the board without looking at the board and without any help from his/her team members. Continue the game until all students have had a go at spelling a word.

## Variations

Students may be required to hop or skip, write using an elephant pose, turn around once between writing each letter, etc.

This game can also be used to review other vocabulary items, such as animals or materials. For example, 'I can be found in most parts of the world. I am used to make furniture, build houses, and many other things. I come from trees. What am I?' Elicit 'wood'.