

My bucket list by Karolina Wyrzykowska

Age:	Teenagers/Adults
Level:	Pre-intermediate–intermediate
Time:	45 minutes
Objectives:	To revise irregular verbs (the verbs in the game are all irregular); to talk about things students would like to put on their bucket lists
Key skill:	Speaking
Materials:	One copy of the worksheet per student; one copy of the game and a dice for every two to four students

Procedure

- Write *kick the bucket* on the board. Ask students what they think the expression means, then confirm the correct definition (*die* – informal, humorous).
- Next, write the related term *bucket list* on the board. Ask students if they know, or can guess, what a bucket list is. To help them guess, give some personal examples of things that are on your bucket list, such as *be a black belt in karate, speak fluent German, run a marathon, drive a race car*. Confirm the correct definition (*a list of the things you want to do before you die*).
- Once the concept is clear, put the students in pairs or small groups and give each student a copy of the worksheet.
- Explain that *I'm all in* means *I'd love to do that*. Ask students to write a few examples of things they would like to do before they 'kick the bucket' in the *I'm all in* column. When they have finished, ask them to briefly compare their answers with the people in their group.
- Explain the meaning of the other expressions on the worksheet: *Been there, done that* (*I've already done that*); *I'm on the fence* (*I don't feel strongly about it – I can do it or not, I don't mind*); *That's not my cup of tea* (*I don't want to do it*).
- Next, give each group a copy of the game and a dice.
- Players take it in turns to throw the dice twice to obtain the activity – the first throw indicates which row they should use, and the second throw indicates which column.
- The players now speak about the idea. For example, if they throw a one and then a four, they talk about bungee jumping. Each player must explain to the others whether or not they have done the activity before and/or whether or not they want to do it. They do this one of the following ways:
 - 'I'm all in' – say WHY
 - 'Been there, done that' – describe the experience
 - 'I'm on the fence' – say WHY
 - 'That's not my cup of tea' – say WHY
- After discussing each idea, the students write down the name of the activity in the appropriate column on their worksheet, depending on their own answer. Monitor and help with vocabulary as needed.
- Ask the students to share the most interesting things they have learnt about each other's past experiences during the game.
- Ask the students to choose a few ideas they didn't have time to discuss during the game. In writing, they should give reasons why they would like to add these ideas to their bucket lists. This can be done for homework.

Extension activity

Introduce the students to some other informal and humorous terms meaning *die*:

- be pushing up the daisies
- be six feet under
- your number is up
- pop your clogs
- be dead as a doornail
- fall off your perch