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新要求大学英语

Inside Out

综合教程

课堂活动

Resource
Pack

预备级

Elementary



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. **设计编写以学生为中心**:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. **选材全面,来源真实,语言地道**:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. **各种技能训练紧密契合,浑然一体**:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. **立体化的教学资源**:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

Introduction

This Resource Pack for teachers contains thirty-seven practice activities for Elementary students of English. It is designed to be used with *Inside Out* Elementary Student's Book.

Ten practising teachers have contributed activities, so you'll find a wealth of different ideas for practising skills and specific language points. All the activities have been tested in the classroom.

Using the worksheets

You can use the activities in many different ways. For example:

- to extend the lessons in the Student's Book
- as revision of points in the Student's Book, for example at the beginning of the following lesson
- to supplement other courses
- as a basis for standby lessons.

How to use the Resource Pack

Each activity consists of one photocopiable worksheet original. The originals have been designed for maximum clarity when photocopied. However, if your photocopier has the facility to enlarge, you may sometimes find this useful – particularly for board games or worksheets which are to be cut up into cards.

Each original appears on the right-hand page, with teacher's notes on the left-hand page so that you can see them both at the same time. The notes explain the aims of the activity, describe the task, tell you what you need to do to prepare and then give a step-by-step lesson plan. This makes them easy to use if you haven't been teaching long, but it is also a terrific time-saver for experienced teachers. Regard the lesson plans as a starting point. As you use the worksheets you'll find your own ways of making the best of them in class. Some of the worksheets need cutting up into sections. To make these easier to handle in the classroom, glue them onto small pieces of card – index cards or blank business cards, available from most stationers, are ideal. After the lesson, file the cards in an envelope for the next time you use them. Write the name of the activity and the number of cards on the outside.

Some activities require multiple sets of cards.

In these cases, it is a good idea to distinguish each set in some way. Put a different mark, preferably in different coloured pens, on the cards from each set. Or, even better, photocopy them on different coloured papers. This will save you time when you re-file them at the end of the lesson.

Over to you

If you have any comments about *Inside Out*, you will find a feedback form on our website at www.insideout.net, where you can also register to receive extra teaching materials free every week by e-mail. Your opinions will help to shape our future publishing.

Contents

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
0 <i>Classroom crossword</i>	20–25 minutes	To complete the gaps in a crossword by asking a partner to point at pictures that represent the missing words.	To practise vocabulary relating to the classroom.
1A <i>True or false?</i>	15–20 minutes	To write true and false sentences about the students' favourite things and to guess a partner's true and false sentences.	To practise talking about favourites.
1B <i>Can you spell that?</i>	15–30 minutes	To ask for and give information to spell names, addresses, email addresses and telephone numbers.	To consolidate and practise pronunciation of the letters of the alphabet and telephone numbers.
2A <i>Family photos</i>	30–40 minutes	To show photos of real or invented members of the family and talk about them.	To practise family vocabulary and giving personal details.
2B <i>Where in the world?</i>	20–30 minutes	To play a board game by saying the names of countries, nationalities and languages and by answering general knowledge questions.	To consolidate and further practise countries, nationalities and languages.
3A <i>I love playing charades!</i>	15–20 minutes	To guess the exact wording of sentences mimed by other students.	To practise word order. To practise vocabulary of likes and dislikes, and daily activities.
3B <i>Daily life</i>	20 minutes	To exchange information about someone and complete a text with this information.	To practise question forms, and revise the present simple and adverbs of frequency.
4A <i>In my room ...</i>	15–25 minutes	To guess a room from a student's description.	To practise the use of <i>there is/are</i> , furniture, and prepositions of place.
4B <i>Ready, steady, search</i>	15–30 minutes	To work in pairs and each complete a wordsearch. To match opposite adjectives.	To consolidate and further practise opposite adjectives.
5 <i>Identical twins?</i>	25–30 minutes	To read a text and communicate to find differences.	To practise 3rd person 's', adverbs of frequency, <i>like + -ing</i> , questions and short answers. To revise appearance, daily routines, likes and dislikes.
6A <i>Containers</i>	15 minutes	To match a container with its contents and then play a memory game.	To practise names of containers.
6B <i>Healthy or hopeless?</i>	30–40 minutes	To interview a partner about their eating habits.	To recycle food vocabulary, <i>how much</i> , <i>how many</i> , <i>a lot</i> and <i>not much</i> .
7A <i>I'm a model</i>	40 minutes	To talk about different jobs and the personal characteristics needed to do them.	To revise character adjectives and practise talking about different jobs.
7B <i>Hard work</i>	15–20 minutes	To play a game where students have to guess a job from some given clues.	To practise modals of obligation (<i>can't</i> , <i>have to</i> , <i>don't have to</i>). To revise vocabulary of character and of jobs.
8A <i>Summer holiday</i>	15 minutes	To work together to answer some questions and write them in a puzzle.	To practise <i>wh-</i> questions.
8B <i>A river poem</i>	30 minutes	To read and complete a poem.	To read a poem in English.
9A <i>Last summer, I ...</i>	20–30 minutes	To dictate a text to a partner, and then ask and answer past simple questions.	To practise asking past simple questions.
9B <i>I guess ...</i>	20–30 minutes	To complete sentences about classmates' past activities and to ask questions to see if the sentences are true or false.	To practise past tense questions and answers.

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
10 <i>Matching mingle</i>	10–15 minutes	To match questions and answers.	To consolidate the main language areas covered in Units 1 to 9 of <i>Inside Out Elementary Student's Book</i> .
11A <i>Fashion and style</i>	20 minutes	To match words for clothes and accessories with two pictures (one of a woman and the other of a man).	To revise vocabulary related to clothes and accessories and practise using the present continuous.
11B <i>Match the numbers</i>	10 minutes	To play a game of matching pairs (pelmanism).	To practise saying numbers (13/30, 14/40 etc.)
12A <i>Who am I?</i>	15–20 minutes	To ask questions to identify the other student.	To practise the use of the forms: <i>want to</i> , <i>would like to</i> , <i>hope to</i> , <i>going to</i> .
12B <i>Make a sentence with ...</i>	10–15 minutes	To make sentences using the verbs on two cards (pelmanism).	To practise making sentences using verb patterns starting with <i>want to</i> , <i>would like to</i> , <i>hope to</i> and <i>going to</i> .
13A <i>What is it?</i>	15–30 minutes	To guess the identity of an object by asking <i>Yes/No</i> questions.	To consolidate and further practise language for describing objects.
13B <i>Quiz time</i>	30 minutes	To complete a quiz by ordering three items according to size etc.	To consolidate and practise comparatives and superlatives.
14A <i>What should I do?</i>	15–30 minutes	To guess a situation by using the advice/clues from different classmates.	To practise vocabulary related to problems and giving advice (<i>should/shouldn't</i>).
14B <i>Character jumble</i>	20–30 minutes	To complete a crossword by rearranging the jumbled letters of character adjectives and then to discuss questions about the adjectives.	To consolidate and practise adjectives of character.
15 <i>Silly mistakes</i>	20–30 minutes	To correct mistakes in fourteen sentences and then to use these sentences for discussion.	To consolidate and further practise the main language areas covered in units 11 to 15 of <i>Inside Out Elementary Student's Book</i> .
16A <i>The internet and me</i>	25–35 minutes	To dictate a text to a partner, and then ask and answer questions in groups.	To practise present perfect questions about the internet.
16B <i>Have you ever bingo</i>	20–30 minutes	To complete a bingo card with students' names by asking questions.	To consolidate and practise present perfect + <i>ever</i> .
17A <i>Circuit training</i>	40–50 minutes	To work in groups and complete a worksheet.	To revise and practise structures, vocabulary and pronunciation introduced in <i>Inside Out Elementary Student's Book</i> .
17B <i>It takes ages!</i>	15–20 minutes	To mill around the classroom, asking and answering questions.	To practise questions about transport to work or school.
18A <i>How do you do it?</i>	10–15 minutes	To mime an action to a group who try to guess the action and the adverb of manner.	To practise adverbs of manner.
18B <i>Telling tales</i>	20–30 minutes	To put the different parts of a story into the correct order. To create an ending for the story.	To practise reading skills and to use time adverbials in context.
19A <i>Find someone</i>	20 minutes	To make some questions and then ask other students in the class to answer them.	To practise making questions using the passive.
19B <i>Weather forecast</i>	40 minutes	To present a weather forecast.	To practise using <i>will</i> and <i>might</i> .
20 <i>Jeopardy</i>	30–40 minutes	To choose and answer a variety of questions covering grammar, vocabulary, pronunciation and speaking skills.	To consolidate some of the grammar, vocabulary and pronunciation covered in <i>Inside Out Elementary Student's Book</i> .

0

Classroom crossword

Sue Kay

Type of activity

Information-gap crossword. Pair work.

Aim

To practise vocabulary related to the classroom.

Task

To complete the gaps in a crossword by asking a partner to point at pictures that represent the missing words.

Preparation

Make one copy of the worksheet for each pair and cut the copies up as indicated.

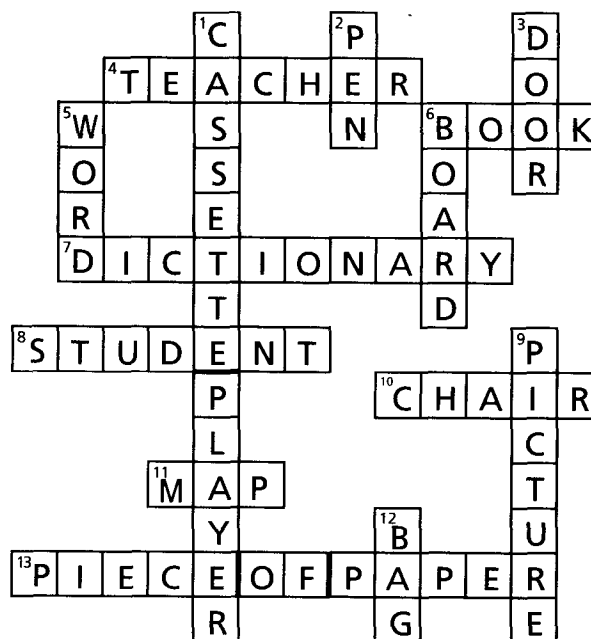
Timing

20–25 minutes.

Procedure

- 1 Draw a simple crossword on the board and pre-teach the following words: *crossword*, *clue*, *across*, *down*.
- 2 Put the students into pairs and explain that you are going to give everybody the same crossword, but that Student A has the down words already written in, and Student B has the across words already written in.
- 3 Give a copy of Crossword A and Clues A to each Student A and a copy of Crossword B and Clues B to each Student B.
- 4 Explain that they must not show their crossword to their partner.
- 5 Ask them to sit facing one another and to take it in turns to ask their partner for clues to the missing words, for example:
 Student A: *What is 4 across?*
 Student B: *(points to the picture of a teacher)*
This.
(Student A writes 'teacher' in the space.)

Answers



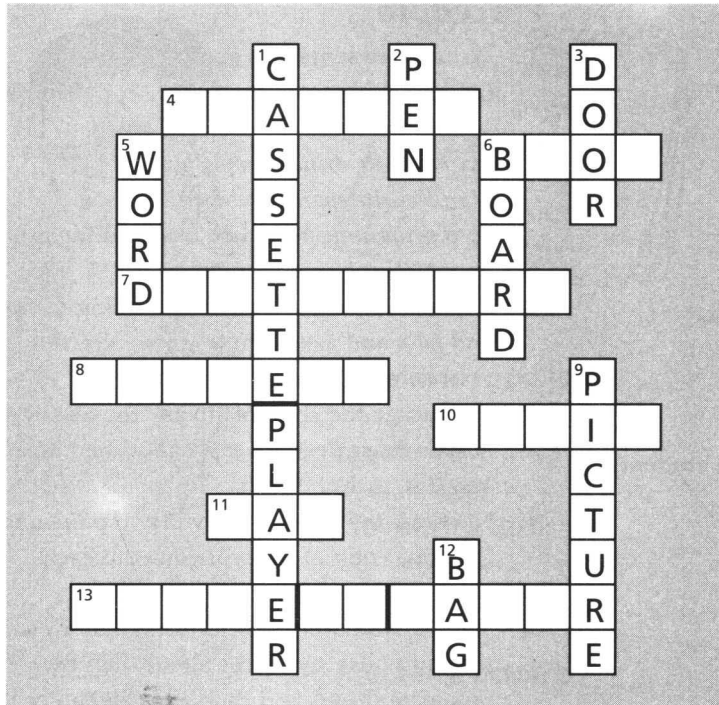
Follow-up

Cut up one set of pictures per pair of students and stick each picture onto a piece of paper. Write the answers on pieces of paper the same size as the pictures, so that each pair of students has one set of pictures and one set of words. Students can then place all the pieces of paper face down on their desks and play pelmanism, trying to match the correct pictures and words.

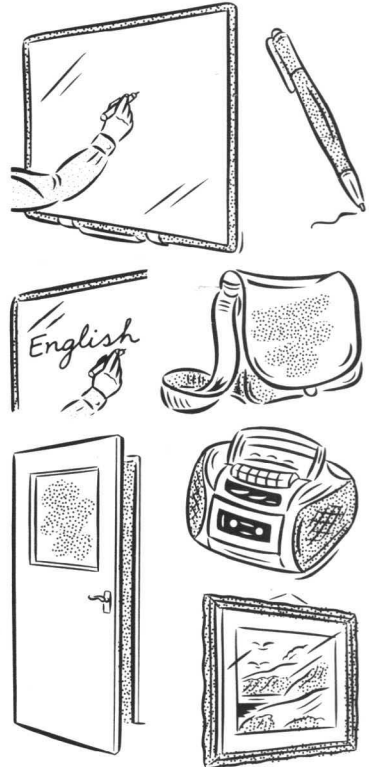
0 Classroom crossword

Crossword A

Ask your partner for clues to find the missing words.

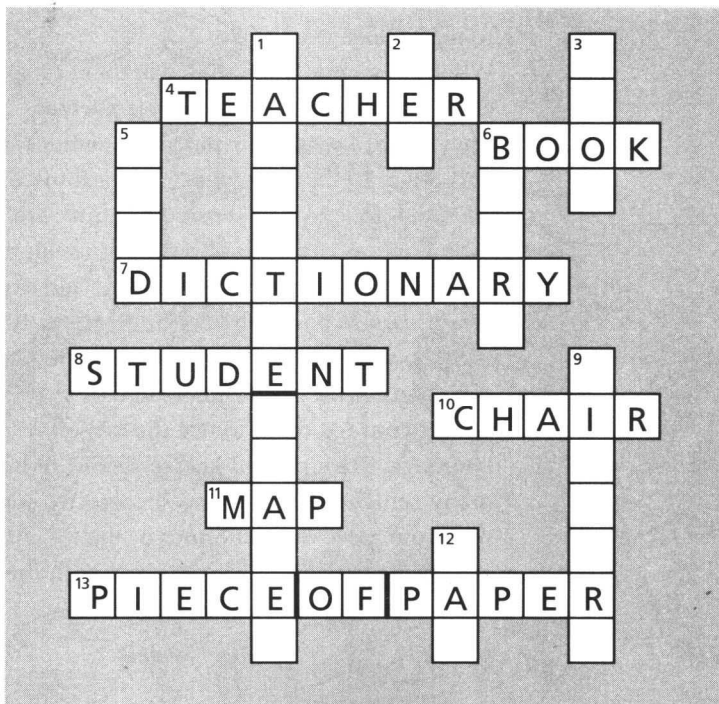


Clues A



Crossword B

Ask your partner for clues to find the missing words.



Clues B



1A *True or false?*

Sue Kay

Type of activity

Pair work. Speaking.

Aim

To practise talking about favourites.

Task

To write true and false sentences about the students' favourite things and to guess a partner's true and false sentences.

Preparation

Make one copy of the worksheet for each student.

Timing

15–20 minutes.

Procedure

- 1 Write three sentences about your own favourite things on the board. For example:
My favourite food is potatoes.
My favourite drink is apple juice.
My favourite sport is baseball.
 Two sentences should be true and the other one false.
- 2 Explain to the students the meaning of *true* and *false* and ask them to guess which of your sentences is the false one.
- 3 Encourage the students to ask the question *Is your favourite drink apple juice?* and answer *Yes, it is.* or *No, it isn't.*
- 4 Now ask the students to work in pairs and give one copy of the worksheet to each student.
- 5 Tell the students that they are going to write true and false sentences about their own favourite things and then guess whether their partner's sentences are true or false.
- 6 Ask them to complete the ten sentences on the worksheet with a mixture of true and false information. You can tell them how many sentences to make true and how many to make false if you like.
- 7 When they have done that, ask them to exchange worksheets with their partner. They should read their partner's sentences and put a *T* next to sentences they think are true and an *F* next to those they think are false. Pairs of students should not speak to one another during this part of the activity.
- 8 When they have finished, students take it in turns to ask their partners questions to find out whether they have guessed correctly or not. Encourage them to use the target language. They should keep a record of how many sentences they guessed correctly and write the score at the bottom of their partner's worksheet. The student with the most correct guesses is the winner.

1A True or false?

Complete these sentences about your favourite things. Make some sentences true and some sentences false.

Exchange worksheets with your partner. Can you guess the false sentences?



My favourite food is _____

My favourite drink is _____

My favourite car is _____

My favourite sport is _____

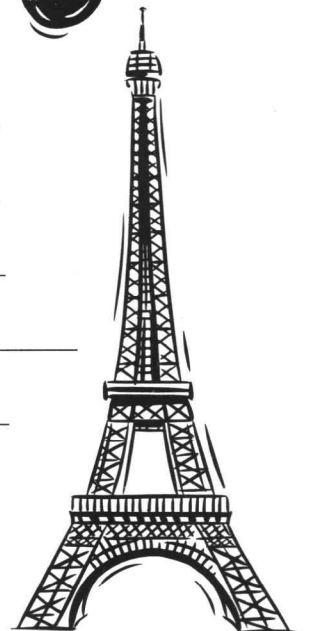
My favourite actor is _____

My favourite singer is _____

My favourite day of the week is _____

My favourite month is _____

My favourite city is _____



1B *Can you spell that?*

Jon Hird

Type of activity

Information exchange.

Aims

To consolidate and practise pronunciation of the letters of the alphabet and telephone numbers.

Task

To ask for and give information to spell names, addresses, email addresses and telephone numbers.

Preparation

Make one copy of the worksheet for each pair of students and cut in half where indicated.

Timing

15–30 minutes.

Procedure

- 1 Put the students into pairs and give worksheet A to one student from each pair and worksheet B to the other student.
- 2 Tell the students they must 'phone' their partner to ask them for the missing information so that they can complete their address books. Students should sit back to back so that they cannot see each other.
- 3 When all the information has been exchanged, the students can check by looking at the original versions.

Follow up

The students can exchange their own real-life personal details (name, address, email address, phone number) with their partner and then write an email (real or on paper) to their partner to thank them for the help they gave them earlier.

Notes & comments

Monitor and note down any letter pronunciation that needs reviewing.

1B Can you spell that?



A

You have deleted some address files on your computer by mistake. Phone your friend and ask him or her for the missing information.

Have you got May's/his/her
address/email address/phone number?
Can you spell that?
Could you repeat that?

@ = at . = dot
_ = underscore .com = dot com

First name: **Mariela Ana**
Last name: **Mazzei**
Nickname: **Mazzy**
Address: **Av. Brasil 1764,
Montevideo, Uruguay**
Email address: **m_mazzei@arnet.com.uy**
Phone number: **709 8944**

First name: _____
Last name: _____
Nickname: **May**
Address: _____
Email address: _____
Phone number: _____

First name: **Kwanchai**
Last name: **Suphaphong**
Nickname: **Kwan**
Address: **134 Sri Ayutha Road,
Soi 32, Si Sou Tewet,
Bangkok, Thailand**
Email address: **kwansup@hotmail.com**
Phone number: **02 281 2475**

First name: _____
Last name: _____
Nickname: **Franc**
Address: _____
Email address: _____
Phone number: _____



B

You have deleted some address files on your computer by mistake. Phone your friend and ask him or her for the missing information.

Have you got Mazzy's/his/her
address/email address/phone number?
Can you spell that?
Could you repeat that?

@ = at . = dot
_ = underscore .com = dot com

First name: **Mayumi**
Last name: **Oyake**
Nickname: **May**
Address: **45 Sanae-cho, Nishi-ku,
Nagoya, Japan**
Email address: **m.oyake22@hotmail.com**
Phone number: **052 451 9830**

First name: _____
Last name: _____
Nickname: **Mazzy**
Address: _____
Email address: _____
Phone number: _____

First name: **Francois**
Last name: **Amilhat**
Nickname: **Franc**
Address: **13a Boulevard Victor,
75016, Paris, France**
Email address: **f_amilhat6@compuserve.com**
Phone number: **66 304 12 77**

First name: _____
Last name: _____
Nickname: **Kwan**
Address: _____
Email address: _____
Phone number: _____

2A *Family photos*

Sue Kay

Type of activity

Group work. Speaking.

Aim

To practise family vocabulary and giving personal details.

Task

To show photos of real or invented members of the family and talk about them.

Preparation

Make one copy of the worksheet for each student. Cut out pictures from magazines of different groups of between two and five people – at least one picture per group of three or four students.

Timing

30–40 minutes.

Procedure

- 1 Ask the students to work in small groups of three or four and give each group a picture cut out from a magazine (see *Preparation*).
- 2 Tell the students that they have to imagine that these are photographs of members of their own family, and that in a moment they are going to talk to their partners about them.
- 3 Give one copy of the worksheet to each student and ask them to invent identities for the people in the photograph by writing answers to the questions on the worksheet. Give them the time they need to do this, and be on hand to help them with the language they need.
- 4 When the students have done this, ask them to take it in turns to show the picture to the other students in their group, and explain who the people in the photograph are.

Follow up

Ask the students to bring photographs of real members of their family to class and do the same activity.

Notes & comments

You may like to demonstrate the activity before asking the students to do it. Choose a picture from a magazine and hold it up in front of the class. Go round the class asking students to invent personal information for the person in the picture. Each student has to repeat the information already invented by other students and then add another piece of information themselves.

2A *Family photos*

Write about your family.

Names: _____

What relation are they to you?

How old are they? _____

Where do they live? _____

What do they do? _____

Are they married or single? _____

Have they got any children? _____

When do you see them? _____

Other information _____

Attach photo here

2B Where in the world?

Jon Hird

Type of activity

Board game.

Aims

To consolidate and further practise countries, nationalities and languages.

Task

To play a board game by saying the names of countries, nationalities and languages and by answering general knowledge questions.

Preparation

Make one copy of the worksheet for every group of two to four students (this could be enlarged to A3 size if possible). You may also want to give each student a copy of the worksheet at the end of the activity.

Each group will need one dice. If you do not have any dice, the students could use a coin; for 'heads' move one square forward and 'tails' move two squares forward.

Each student will need one counter.

Timing

20–30 minutes.

Procedure

- 1 Put your students into groups of two to four and give each group a worksheet, a dice and one counter per student.
- 2 Tell the students they are going to play a board game and explain the rules as follows:
 - a Start on the DEPARTURES square. Roll the dice and move around the board as follows: If you land on a:
 - map, give the *country and the nationality*.
 - flag, give the *country and the language*.
 - famous building, give the *country and the capital city*.
 - question, choose the *correct answer*.
 - 'Miss a turn' square, *miss your next turn*.

There is a reminder of this on the board game.

- b If the answer is correct, you can play the next turn. If it is incorrect, go back to the last 'Miss a turn' square and miss the next turn. The other students should decide if the answer is correct or not, including the word stress. Ask the teacher if you are not sure of the correct answer.
- c The winner is the first person to reach the ARRIVALS square.



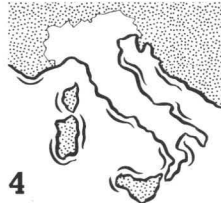









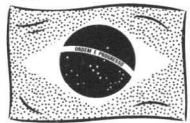

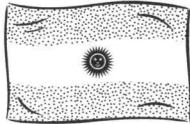


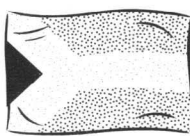
Answers

- 1
- 2 The United Kingdom, British
- 3 France, Paris
- 4 Italy, Italian
- 5
- 6 Egypt, Cairo
- 7 China
- 8 Saudi Arabia, Arabic
- 9 Russia, Moscow
- 10
- 11 India, Indian
- 12 190 (but this may change from time to time)
- 13 China, Chinese (mainly Mandarin or Cantonese)
- 14 Japan, Japanese
- 15
- 16 Thailand, Thai
- 17 Asia
- 18 Australia, Canberra
- 19
- 20 South Africa, English and Afrikaans
- 21 Argentina, Spanish
- 22 6-7 billion (estimates are: year 2000 – 6.2 billion, 2005 – 6.4 billion, 2010 – 6.8 billion, 2020 – 7.8 billion)
- 23 Brazil, Portuguese
- 24 The United States of America, American

Follow up

You could run through each country and check the country, nationality and language for each. Also check the word stress.

2B Where in the world?

DEPARTURES	1 You miss your train. Miss a turn.	2 	3 	4 	5 Your flight is delayed. Miss a turn.
	 Map: country and nationality  Flag: country and language  Famous building: country and capital city				6 
11 	10 You forget to change money. Miss a turn.	9 	8 	7 Which country has the most people? a) India b) Russia c) China	
12 How many countries are there in the world? a) 90 b) 190 c) 290				ARRIVALS	
13 				23 	
14 				22 What is the population of the world? a) 6-7 billion b) 7-8 billion c) 8-9 billion	
15 You lose your passport. Miss a turn.				21 	
16 	17 Which continent has got the most people? a) Africa b) Asia c) Europe	18 	19 Your visa is out of date. Miss a turn.	20 	

3A I love playing charades!

Carmen Santos Maldonado

Type of activity

Grammar and vocabulary. Speaking. Group work.

Aims

To practise word order. To practise vocabulary of likes and dislikes, and daily activities.

Task

To guess the exact wording of sentences mimed by other students.

Preparation

Make one copy of the worksheet and cut it up as indicated.

Timing

15–20 minutes.

Procedure

- 1 Tell your students that they are going to guess the exact words of sentences being mimed to them. Explain that all the sentences are statements about likes and dislikes and daily activities.
- 2 Demonstrate the activity yourself by miming the example sentences (below) to the whole class and asking the students to call out words to describe what you are doing. Use any gestures or point to any object in the classroom (a calendar, your watch, colours ...) to make yourself understood. Indicate *yes* or *no* with your head, to direct the students, but do not say a word or draw anything on the board. As the students guess the right words, write them on the board. Example sentences:
I like getting up late on Sundays.
I hate playing computer games.

- 3 Divide the class into two teams (A and B). Place the cut-out sentences, face down, on your desk. Tell each team to send one player to the front of the class. The players each pick up one sentence and read it. They must then mime the sentence for their own team. They will have one minute per sentence. Explain that they can use any gestures or point to any object in the classroom to help their team guess the words.
 - 4 One of the other team members must write the sentence on the board as their team guesses the words.
 - 5 Students in each team then take it in turns to mime a sentence until all the sentences have been mimed. Then read out the correct sentences to the whole class and ask the teams to add up their score according to scale below.
- | | |
|-------------------------|----------|
| Exact sentence: | 3 points |
| One mistake: | 2 points |
| Two mistakes: | 1 point |
| Three mistakes or more: | 0 points |

Follow up

Ask students to write six 'mimable' sentences about a member of their family, explaining his/her daily routines and likes and dislikes.

Notes & comments

This game can also be played in pairs. Each player has half the sentences. Students take it in turns to mime to each other; if their partner guesses correctly, they get the sentences. The winner is the player with the most sentences at the end.