

Jon Hird  
Miguel Ángel Almarza  
Helen Barker  
Vincent A. Desmond  
Peter Maggs  
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Jenny Roden  
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Nicholas Sheard  
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# 新要求大学英语

## Inside Out

综合教程

课堂活动

Resource  
Pack

第三册

Upper intermediate



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



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电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

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● 综合教程 学生用书	Student's Book
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● 综合教程 教师手册	Teacher's Book
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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,充分体现了学生在教学过程中的主体地位。

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](http://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佳选择之一。

上海外语教育出版社

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# Introduction

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

Eleven 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 also is 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 stationer's, 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](http://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.

If you're interested in writing worksheets for our photocopiable resource packs, let us know. Send an e-mail to [authors@mhelt.com](mailto:authors@mhelt.com). Tell us what you're interested in, for example, general or business English, or perhaps a particular level or type of worksheet. Include a brief outline of your experience and qualifications, but don't, at this stage, send any sample materials.

# Contents

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
<b>1A</b> <i>Common ground</i>	20 minutes	To find students with similar opinions and experiences.	To practise agreeing ( <i>so</i> and <i>neither</i> ) and disagreeing.
<b>1B</b> <i>You do, don't you?</i>	30 minutes	To find out and check the accuracy of information about each other.	To practise question forms and tags.
<b>1C</b> <i>Would you mind telling me ...?</i>	30 minutes	To ask each other questions from prompts.	To practise direct and indirect question forms.
<b>2A</b> <i>Secret message</i>	15 minutes	To decode some words and a sentence.	To revise vocabulary related to the family.
<b>2B</b> <i>Single vowel dominoes</i>	20 minutes	To match words with single vowel sounds to their phonetic symbol using dominoes.	To practise the twelve single vowel phonemes and phonetic symbols.
<b>2C</b> <i>Vince's bike</i>	40 minutes	To compare the styles of an informal e-mail and a formal letter.	To raise awareness of features of informal and formal writing.
<b>3A</b> <i>Life is a journey</i>	30 minutes	To make metaphors by choosing the correct alternative.	To revise and practise metaphors.
<b>3B</b> <i>Money talks</i>	15 minutes	To play pellmanism.	To match pairs of expressions about money.
<b>3C</b> <i>Storytellers</i>	30 minutes	To invent and tell a story using linkers.	To practise using linkers.
<b>4A</b> <i>Who should get what?</i>	45 minutes	To match definitions to vocabulary items. To take part in a pyramid discussion.	To practise vocabulary related to health problems.
<b>4B</b> <i>Phrasal verbs crossword</i>	20 minutes	To complete a crossword with the verbs of phrasal verbs.	To practise phrasal verbs.
<b>5A</b> <i>Keep talking</i>	30 minutes	To speak about various topics for thirty seconds.	To practise verb + gerund and verb + <i>to</i> + infinitive structures.
<b>5B</b> <i>Action replay</i>	30 minutes	To match football collocations. To complete a football match report.	To practise football vocabulary and collocations.
<b>6A</b> <i>Digital world</i>	15 minutes	To complete two different texts using the same set of missing words.	To practise using everyday words in a computer context.
<b>6B</b> <i>What have I been doing?</i>	40 minutes	To give and ask for information in order to guess what someone has been doing.	To practise using the present perfect continuous.
<b>6C</b> <i>Dotcom</i>	30 minutes	To discuss and develop an idea for a dotcom.	To develop reading skills. To develop discussion skills.
<b>7A</b> <i>A good bet</i>	30 minutes	To identify grammatical errors.	To review and consolidate grammar from Units 1 to 6 of Inside Out Upper intermediate Student's Book.
<b>7B</b> <i>Greetings from San Francisco</i>	30–40 minutes	To read an e-mail and identify and correct twenty-five grammatical errors.	To review and consolidate grammar from Units 1 to 6 of Inside Out Upper intermediate Student's Book.
<b>7C</b> <i>Ask me</i>	20 minutes	To write questions for each other and discuss the answers.	To practise question forms.

Worksheet	Timing	Task	Aim (lexis, grammar, pronunciation, skills)
<b>8A</b> <i>Computer helpline</i>	30 minutes	To put in order and report a telephone conversation.	To practise reporting verbs.
<b>8B</b> <i>Wish you were here</i>	45 minutes	To write a letter of complaint to a travel agent.	To practise reporting verbs.
<b>9A</b> <i>Ever had it done?</i>	20 minutes	To interview classmates to complete a survey.	To practise the structure <i>have something done</i> .
<b>9B</b> <i>Character search</i>	20–25 minutes	To find words in a word search needed to complete sixteen compound adjectives. To use the words in discussion.	To review compound adjectives of character.
<b>9C</b> <i>Dominoes</i>	20 minutes	To match suffixes to words to form nouns using dominoes.	To practise noun formation.
<b>10A</b> <i>Albert Einstein</i>	30 minutes	To exchange information on Albert Einstein.	To practise past tense questions.
<b>10B</b> <i>Why would a person do this?</i>	30 minutes	To make deductions about people's behaviour in certain situations.	To practise modals of deduction.
<b>11A</b> <i>The door-to-door salesman</i>	1–2 hours	To perform a one-act play.	To practise pronunciation, stress and intonation.
<b>11B</b> <i>Inspirational marketing</i>	50 minutes	To devise a marketing plan.	To take part in a meeting to devise a marketing plan.
<b>11C</b> <i>Product reviews</i>	40–50 minutes	To match review extracts to the products they refer to. To write product reviews.	To practise language related to product reviews.
<b>12A</b> <i>When are we going to get there?</i>	1–2 hours	To share information to put a play in order. To perform a one-act play.	To reinforce future forms. To practise pronunciation, stress and intonation.
<b>12B</b> <i>Right person for the job</i>	50 minutes	To compare and rank three potential candidates for a job.	To practise presenting information, discussing and decision-making.
<b>13A</b> <i>Massive numbers</i>	30 minutes	To exchange information. To match numbers to facts.	To practise large numbers.
<b>13B</b> <i>Home Sweet Home</i>	30 minutes	To prepare a short presentation of an ideal home.	To review vocabulary related to homes.
<b>13C</b> <i>It's like talking to a brick wall!</i>	30 minutes	To make expressions/idioms by choosing the correct alternative. To use the expressions/idioms in discussion.	To revise and practise expressions/idioms related to the home and houses.
<b>14A</b> <i>Oh, no!</i>	30 minutes	To play a board game.	To review and consolidate vocabulary from Units 8 to 13 of Inside Out Upper intermediate Student's Book.
<b>14B</b> <i>Matching halves</i>	20 minutes	To match two halves of a sentence. To play pellmanism.	To review and consolidate grammar from Units 8 to 13 of Inside Out Upper intermediate Student's Book.
<b>14C</b> <i>Against the clock</i>	15 minutes	To do a vocabulary quiz against the clock.	To review and consolidate vocabulary from Units 8 to 13 of Inside Out Upper intermediate Student's Book.

# 1A Common ground

Miguel Ángel Almarza

## Type of activity

Speaking. Whole class.

## Aim

To practise agreeing (*so* and *neither*) and disagreeing.

## Task

To find students with similar opinions and experiences.

## Preparation

Make enough copies of the worksheet so that each student can take three cards. Cut up the cards as indicated.

## Timing

20 minutes

## Procedure

- 1 Place the cards face down on your desk and ask the students to each take three.
- 2 Ask the students to complete the sentence on each card with information that is true for them.
- 3 Ask the students to walk around, pause with a student they meet and take turns to read their sentence or react to their partner's sentence. For example:  
 Student A: *I like eating lamb.*  
 Student B: *Really? So do I. / I don't.*  
 Student B: *I didn't watch TV yesterday.*  
 Student A: *Really? Neither did I. / I did.*  
 The students then continue circulating, pausing with other students to read (or react to) the other sentences. Circulate and monitor, helping as necessary.
- 4 When they have finished, the students report to the class what they found out about each other. For example:  
*I used to wear glasses as a child, and so did Sara.*  
*I'm currently learning how to ride a motorbike, but Juan isn't.*

## Notes & comments

This activity works well as an ice-breaker with students who do not know each other very well. You may want to precede the activity with some controlled practice of auxiliary verbs in different tenses, including examples with *never*.

For example:

Student A: *I've never visited France.*

Student B: *Neither have I. / I have.*

# 1A Common ground



I wouldn't like to \_\_\_\_\_

I've never visited \_\_\_\_\_

I like eating \_\_\_\_\_

I didn't \_\_\_\_\_  
yesterday.

I've got a friend called \_\_\_\_\_

My favourite film is \_\_\_\_\_

I'm currently learning how  
to \_\_\_\_\_

I don't want to \_\_\_\_\_

I love listening to \_\_\_\_\_

I can't \_\_\_\_\_  
very well.

I had \_\_\_\_\_  
for breakfast today.

I'll never \_\_\_\_\_  
again.

I used to \_\_\_\_\_  
as a child.

I'm not keen on \_\_\_\_\_

I've always wanted to \_\_\_\_\_

Last Saturday I \_\_\_\_\_

# 1B You do, don't you?

Jon Hird

## Type of activity

Speaking. Group work.

## Aim

To practise question forms and question tags.

## Task

To find out and check the accuracy of information about each other.

## Preparation

Make one copy of the worksheet for each group of three students. Cut up the worksheet as indicated.

## Timing

30 minutes

## Procedure

- 1 Divide the class into groups of three and give one of the question prompt sheets (A, B and C) to each student.
- 2 Tell the students they are going to ask each other the questions on their sheets. Allow the students a few minutes to prepare the questions. Before starting the activity, elicit a few examples:  
 Teacher: *favourite colour?*  
 Student 1: *What's your favourite colour?*  
 Teacher: *country / like to visit?*  
 Student 2: *Which country would you like to visit?*  
 Teacher: *how long / learn English?*  
 Student 3: *How long have you been learning English?*
- 3 Ask the students to take turns to ask and answer all the questions. Explain that the students must not write down any of the answers.
- 4 Tell the students they are now going to check how much they can remember by using tag questions. For example:  
 Student A (to Student B): *Your favourite colour is blue, isn't it?*  
 Student B: *Yes, it is. / Yes, that's right. / No, it isn't. It's red, actually.*  
 Student A (to Student C): *And your favourite colour is green, isn't it?*  
 Student C: *Yes, it is. / Yes, that's right. / No, it isn't. It's pink, actually.*  
 Student B then asks his/her first question, and so on. For each correctly remembered fact the student gets one point. The students record their own points by putting a tick (✓) or a cross (X) next to each question prompt. When all the facts have been checked, the student with the most points is the winner.

## Follow up

Ask the students to change groups and report to each other as much as they can remember about the students in their first group.

# 1B *You do, don't you?*



A

## FIND OUT...

**favourite colour?      country / like to visit?**

**where / born?      what / last film / see?**

**what / do last night at seven o'clock?**

**which languages / speak?      how long / learn English?**

**afraid of flying?      hobbies?**

B

## FIND OUT...

**favourite film?      what time / get up this morning?**

**married?      where / go on holiday last year?**

**lucky number?      mother's name?**

**what / do next weekend?**

**how long / have that hairstyle?      ride a horse?**

C

## FIND OUT...

**favourite food?      birthday?      best year of your life?**

**nickname?      what / have for dinner last night?**

**how long / have these shoes?**

**where / go on holiday next year?**

**member of any clubs?      like classical music?**

# 1C *Would you mind telling me ...?*

Jon Hird

## Type of activity

Speaking. Pair work.

## Aim

To practise direct and indirect question forms.

## Task

To ask each other questions from prompts.

## Preparation

Make one copy of the worksheet for each pair of students. Cut up the cards as indicated.

## Timing

30 minutes

## Procedure

- 1 Divide the class into pairs. Explain that the students are going to have the chance to ask questions to find out more about each other.
- 2 Give each pair a set of question cards face down in a pile. Explain that each card has the start of a direct or indirect question. Elicit from the students why we use indirect questions (when the question is of a personal nature and/or when we want to be polite).
- 3 Ask the students to take turns to turn over a question card and complete the question with anything appropriate to ask their partner. Encourage follow up questions and discussion. The students continue asking and answering questions until all the cards have been used. Circulate and monitor, helping as necessary.
- 4 When they have finished, pairs report to the class what they found out about each other.

## Follow up

Ask the students to write the questions for homework.

## Notes & comments

This activity also works with small groups of three to four.

An alternative to cutting up the questions is to give each student the complete worksheet and have them ask questions, crossing off each question as they ask it.

Another alternative is as above, but have the students circulate around the class asking different students the questions.

# 1C *Would you mind telling me ...?*



**Would you mind  
telling me ...?**

What's the best  
thing about ...?

**Would you say ...?**

**Do you have any  
idea ...?**

***Would you like to ...?***

**When did you last ...?**

**Do you consider  
yourself ...?**

*Do you know ...?*

**How long have you ...?**

**I'd like to know ...?**

**Have you ever ...?**

*What's the single most ...?*

**How do you feel  
about ...?**

**What's your favourite ...?**

**Do you think you'll  
ever ...?**

*Do you mind if  
I ask you ...?*

**In an ideal world, ...?**

**Could you tell me ...?**

**When do you suppose ...?**

**I was wondering ...?**

## 2A *Secret message*

Ruth Sánchez García

### Type of activity

Problem-solving. Pair work.

### Aim

To revise vocabulary related to the family.

### Task

To decode some words and a sentence.

### Preparation

Make one copy of the worksheet for each pair of students.

### Timing

15 minutes

### Procedure

- 1 Divide the class into pairs and give each pair a copy of the worksheet.
- 2 Explain to the students that each number in the boxes corresponds to a letter of the alphabet. Their task is to decode the twelve words in the word puzzle. Tell them that each word is related to family. (If you want to add a competitive edge, you can either set a time limit or say that the first pair to finish is the winner.)
- 3 When the first pair has finished (or the time is up), check the answers with the whole class.
- 4 Then, ask the students to use the grid to decode the secret message.
- 5 Hold a class discussion about the saying in the secret message.

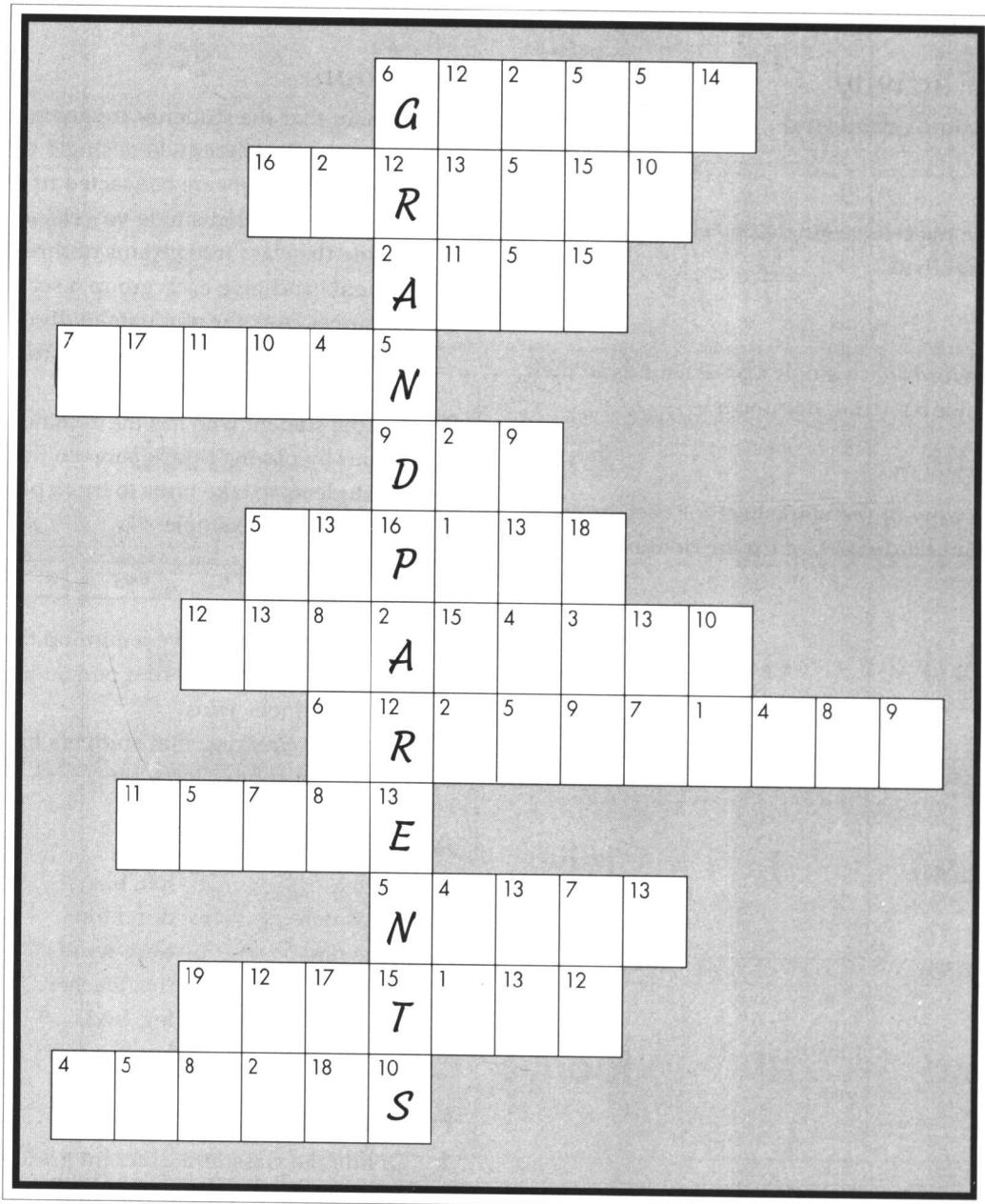
### Answers

Word puzzle: granny, parents, aunt, cousin, dad, nephew, relatives, grandchild, uncle, niece, brother, in-laws

Secret message: Children should be seen and not heard.

# 2A Secret message

## 1 Word Puzzle



## 2 Secret Message

7 1 4 8 9 12 13 5

10 1 17 11 8 9

19 13

10 13 13 5

2 5 9

5 17 15

1 13 2 12 9

## 2B *Single vowel dominoes*

Jon Hird

### Type of activity

Pronunciation. Group work.

### Aim

To practise the twelve single vowel phonemes and phonetic symbols.

### Task

To match words with single vowel sounds to their phonetic symbol using dominoes.

### Preparation

Make one copy of the worksheet for each group of three to four students. Cut up the dominoes as indicated.

### Timing

20 minutes

### Procedure

- 1 Explain that the students are going to play a game of dominoes where single vowel phonetic symbols are connected to words which contain that single vowel sound.
- 2 Divide the class into groups of three to four students and give each group a set of dominoes. Ask the students to divide the dominoes so that each person in the group has the same number.
- 3 Ask the student who has the domino with 'dog' to start by placing this domino on the table. Tell the students to take turns to try to place their dominoes. For example:

ʊ	tea	i:	dog	ɒ	pin
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If students do not have a domino that works, they miss a turn. The first person to play all their dominoes wins.

- 4 Circulate, checking that students have found the correct connections.

### Answers

i:	tree, tea	æ	hat, bag
ɒ	dog, watch	ɔ:	door, four
ɪ	pin, swim	ɜ:	bird, word
ɑ:	car, heart	ə	the, teacher
ʌ	cup, sun	e	leg, bed
u:	shoe, school	ʊ	book, good

### Follow up

- 1 Divide the class into different groups and play again.
- 2 Ask the students to think of more words for each vowel sound.

### Notes & comments

You may want to precede the activity with some revision of the phonetic symbols on page 18 of Inside Out Upper intermediate Student's Book. To maximise oral practice, ask the students to say each sound and word as they play.