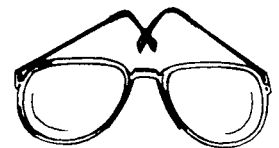
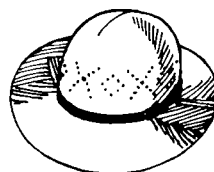
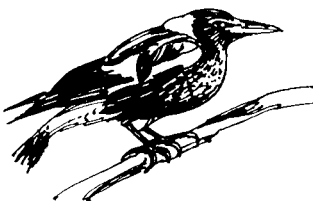
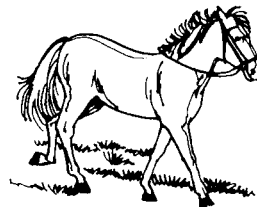
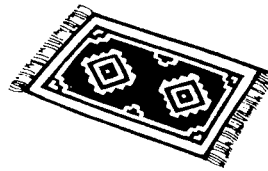
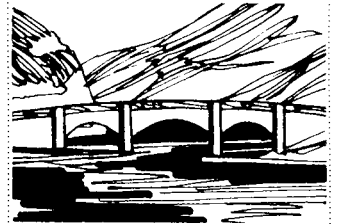
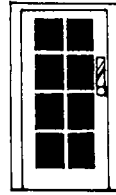
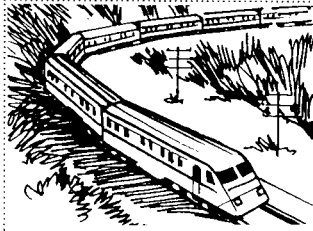
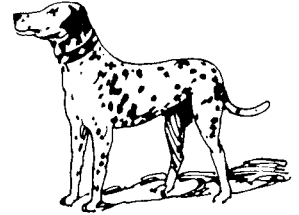
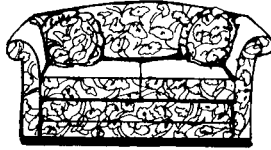


31b

A dream



A dream

Worksheet

31b

NOTE: This activity is not linked to the activity on Worksheet 31a.

ACTIVITY

Groupwork: speaking, writing

AIM

To write the story of a dream using pictures.

GRAMMAR AND FUNCTIONS

Past continuous

VOCABULARY

Words and expressions used in stories:

suddenly, then, to my surprise, unfortunately, finally

PREPARATION

Make one copy of the worksheet for every three to five students in the class. Cut the pictures out as indicated. You may wish to stick the photocopied pictures onto card.

TIME

35 to 45 minutes

PROCEDURE

- 1 Write the following incomplete text on the board or display it on an overhead projector transparency:

I was sitting in front of the television late one evening, when I fell asleep and had a strange dream.

In the dream I was...

(Where were you? What were you doing?)

Suddenly...

(What happened?)

Then, to my surprise...

(What happened next?)

Unfortunately...

(What happened?)

Finally...

(What happened in the end?)

- 2 Ask the students to work in groups of three to five and tell the students that, in their groups, they are going to write the story of a dream by completing the text above. Ask each group to appoint one person to do the writing.
- 3 Before they begin, give one set of pictures to each group and ask them to spread them out, face down. Each student should choose two pictures and turn them over so that they are face up. Explain that each group must include these pictures in their dream, in any order they choose.
- 4 Now the students are ready to write the story of a dream. Encourage them to use their imagination.
- 5 Set a time limit of 10 to 15 minutes for groups to write their stories.
- 6 When all the groups have finished, ask the students to read out their dreams. If they like, they can vote for the strangest or funniest one.

FOLLOW-UP

When all groups have finished, change groups around and repeat the activity, making sure the pictures have been shuffled and put back, face down.

OPTION

The pictures from this activity can be used as prompt cards for a mill drill to practise the following dialogue:

Student A: *What were you doing at five o'clock yesterday afternoon?*

Student B: *I was buying an umbrella.*

Student B responds according to the picture on his/her mill-drill card by thinking of an activity associated with it. For example, with the picture of an umbrella, possible responses are:

I was buying an umbrella.

I was putting up my umbrella.

I was stealing an umbrella.

I was playing cricket with my umbrella.

I was painting a picture on my umbrella.

Encourage the students to be imaginative.

For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.