

# 40 Dream sequences

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## Type of activity

pairwork/small group  
information gap

## Function practised

combining narrative and description

## Exponent

past tenses

sequence connectives: *after, then, as soon as, when*, etc.

## Lexical areas

landscapes, appearance of people and objects

## Problem vocabulary

*locked, wings, waves, chased, fountain, cellar, rainbow, galloping, wolf, burden, shadow, snake, ladder, owl, bat*

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## How to use the game

Copy one set of cards for each person in the class.

Divide the students into pairs and give each student a set of cards.

They should place a book or file between them, so that neither can see what the other is doing.

Ask them to look at the pictures, which represent images from a dream.

They should choose a number of images which appeal to them and arrange them in order to form a dream sequence.

When they have finished, they should tell the dream to their partner, who should select the images described and arrange them in order.

**The object of the game is for each student to select the images described by his/her partner and arrange them in the order narrated.**

The game may be played another way, if preferred:

Divide the class into groups of three or four and copy one set of cards for each group.

The cards should be dealt out equally to all members of the group.

The first player begins by choosing a card from his/her hand and laying it down on the table as the first event of the dream, describing as he/she does so what happened in the dream.

The next player should then choose a suitable card to follow on as the next stage in the dream and lay it down next to the first, narrating the next stage in the dream.

When all groups have finished their dreams, they can visit each others' tables and explain the dreams to each other.

**The object of the game is to build up a co-operative dream.**

A rules sheet for this game is to be found at the back of the book.

