

AIM

To play a board game by asking and answering questions correctly

LANGUAGE

Questions with *like*; adjectives for describing people and things

SKILLS

Speaking

MATERIALS

One copy of the worksheet for each group of four students
Dice and counters

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Adapt the prompts to be relevant and interesting to your students.
- Adapt the Bonus Words to practise other adjectives for describing people or things.

Pre-activity (5 minutes)

- Ask students what questions with *like* they can remember. Elicit the question forms *What is he like? What does he like? What does he look like?* and write them on the board. Add the question *How is he?* then check that students understand the differences between the questions by eliciting some typical answers to each.
- Explain that students are going to play a board game to practise these questions.

Procedure (15 minutes)

- Pre-teach/check the expressions students will need to play the game: *Throw/Roll the dice; Go back/forward one square; Miss a go; Have another go; It's my/your turn; I'm/You're next; That's right/wrong; We are the winners!*
- Put students into groups of four and explain that each group has two teams of two. Hand out copies of the board game, and dice and counters.
- Look at the board game with the class. Explain that most of the squares have a prompt for a question, many of them containing the word *like*. Some of the prompts are 'open' and can be interpreted in two ways, e.g. *What / your best friend / like?* can be *What is your best friend like?* or *What does your best friend like?* Explain that students need to listen carefully to the questions asked in the game and word their answer accordingly.
- Explain the rules: students play the game in their teams of two and take turns to throw the dice and move around the board. If a pair lands on a square with a prompt, the student who threw the dice forms the question and the other student gives an answer. If they both get it right, they move forward one square. If they get either the question or answer wrong, their turn ends, and play moves on to the other team.
- Focus attention on the Bonus Words in the middle of the page. Explain that if students can use any of the bonus words/phrases correctly in their answers, they get to move forward two squares, instead of one. Students should cross out the words/phrases in the Bonus Words chart as they use them. The first pair to reach 'Finish' are the winners.
- Monitor and check that students are playing the game correctly. Try to encourage students to check each other's answers, but be prepared to be the final judge if the groups disagree.

Extension (5 minutes)

- Get students to say some of the descriptions they used in the game to the rest of the class. Other students can either guess who or what they have described, or can guess which question from the game board they were answering.
- For extra practice, get students to answer questions from the board game again.