

Welcome to the Imagicide Teacher's Notes & Students Worksheets

The Imagicide Teacher's Notes & Student Worksheets offer ideas for motivating activities to make the most of the dice in the classroom. All the activities are designed to enable students to work with minimal teacher input and the book provides you with plenty of examples to help get your students started.

The worksheets are arranged by alphabetical order rather than difficulty and you are encouraged to manipulate the activities to suit your students. Therefore, the teacher's section aims to guide you on how to make the activities appropriate to you and your style of teaching whilst allowing room for differentiation and alteration according to the age and ability of the group.

Good luck and have fun!

1 SKY	2 PLACES	3 FOOD	4 EMOTIONS	5 ACTIONS	6 FANTASTIC	7 HUMAN BODY	8 ANIMALS	9 HOBBIES	10 TRAVEL	11 EVERYDAY LIFE	12 HISTORY
Star	Path	Sweet	Love	To sleep	Dragon	Mouth	Spider	Cinema	Plane	Money	Ship
Moon	Forest	Mushroom	Anger	Have an Idea	Ghost	Hand	Cat	Writing	Sea	Broom	Castle
Snow	Cavern	Fruits	Joy	To walk	Fairy	Nose	Horse	Cooking	Globe	Ball	Dinosaur
Rain	Labyrinth	Cake	Laugh	To speak	Wolf	Eye	Dog	Music	Clock	Luck	Enigma
Sun	Home	Vegetables	Surprise	To think	Pirate	Ear	Bird	DIY	Train	Flower	Magnifying glass
Wind	Mountain	Meat	Sadness	To meet	Witch	Foot	Snake	Art	Car	Bed	Volcano

Contents



	Beginners	Intermediates	Advanced
1	Alliteration	✓	✓
2	Alphabetical Order	✓	✓
3	'and & 'but'	✓	✓
4	Associated Words	✓	✓
5	'because'	✓	
6	Comparing Things 1	✓	✓
7	Comparing Things 2	✓	✓
8	Connecting Ideas	✓	✓
9	Describing Things	✓	✓
10	'Feeling' Adjectives	✓	✓
11	Guessing Game	✓	✓
12	How Many Words?	✓	✓
13	How's Your Memory?	✓	
14	I Went Shopping...	✓	✓
15	'if & 'will'		✓
16	My Room	✓	✓
17	Noughts & Crosses	✓	
18	Odd One Out	✓	✓
19	Opposites	✓	✓
20	Pronouns	✓	
21	Questions & Answers 1	✓	✓
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23	Questions & Answers 3	✓	✓
24	Reasons	✓	✓
25	Reported Speech		✓
26	Role Play	✓	✓
27	Sentence Building	✓	✓
28	Sentences Game	✓	✓
29	Simply the Best	✓	
30	Song Writing	✓	✓
31	Storytelling: Advanced		✓
32	Storytelling: Group	✓	✓
33	Storytelling: Individual	✓	✓
34	Tenses	✓	✓
35	Verbs	✓	✓
36	Vocabulary Game	✓	✓
37	Vocabulary Practice	✓	
38	Where is it?	✓	✓
39	Who am I?	✓	✓
40	Writing Stories	✓	✓

This activity gives students the opportunity to explore sounds.

Any of the Imagidice topics would be suitable. Ideally 4 dice should be used.

Students can work in pairs or in small groups.

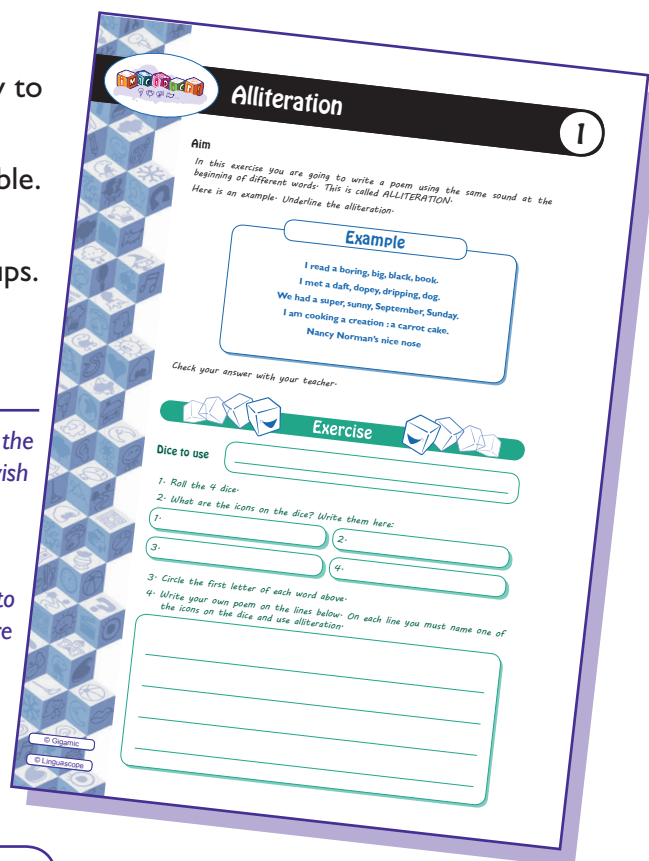
Example

You should start by reading through the example on the worksheet based around the language point you wish them to use (alliteration).

Below are more examples for you to use.

Although each example sentence includes 4 words to illustrate alliteration, you can ask your students for more or less.

Dice to use	Example
Hobbies	boring, big, black, book.
Animals	daft, dopey, dripping, dog.
Sky	super, sunny, September, Sunday.
Food	Cooking, cake, carrot, create
Human body	Nancy Norman's nice nose



Exercise

1. The students roll 4 dice.
2. The students must identify the pictures on the dice and write them down, circling the first letter of each word on the worksheet in the space provided. This will help the students create their sentences.
3. Students must invent a short poem, in the space provided on the worksheet, which should be 4 sentences in length.

The worksheet allows space to write the poems down.

Each sentence should be about a different picture.

Extension

The finished poems could be transferred to computer and decorated for display. Perhaps groups of students could combine their efforts into a Powerpoint presentation.

In this exercise students put words in alphabetical order.

Any of the Imagidice topics would be suitable, but ensure students are familiar with all the vocabulary before they begin.

Students can work in pairs or in small groups.

They will need a stopwatch for this exercise. Each time they carry out the exercise, students time themselves and write their times in the grid provided on their worksheet.

You can leave students to compare their own times only or make this into a competition by asking students to compete against each other for the fastest time.

Exercise

1. Students roll the dice and start the stopwatch.
 2. They look at the pictures and call out which letters of the alphabet each picture begins with.
 3. Their partner puts the dice in alphabetical order and then stops the stopwatch.
 4. Students then check their time and write it in the grid provided on their worksheet.
 5. They take turns and repeat the exercise up to 6 times.
 6. After each turn they record their time.
- Once they've finished they should then compare their times and look for their fastest time.
You can reward the fastest time if you are running this competitively.

2 Alphabetical Order

Aim
In this exercise you will put words in alphabetical order. You will need a stopwatch to time the exercise.

Exercise

Dice to use

1. Roll all the dice together. Start the stopwatch.
2. Which letter of the alphabet does each icon begin with? Say the letters to your partner.
3. Your partner must put the dice in alphabetical order. Write your partner's time in the table below.
4. Stop the stopwatch. How long did it take? Repeat the exercise but this time your partner says the letters to you.
5. What was your time? Write it in the table. Were you quicker or slower than your partner? Repeat the whole exercise several times. What was your fastest time? Who had the fastest time?

My Partner's Times	My Times
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

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In this exercise students create sentences linked by 'and' & 'but'.

Any 3 of the Imagidice topics should be used.

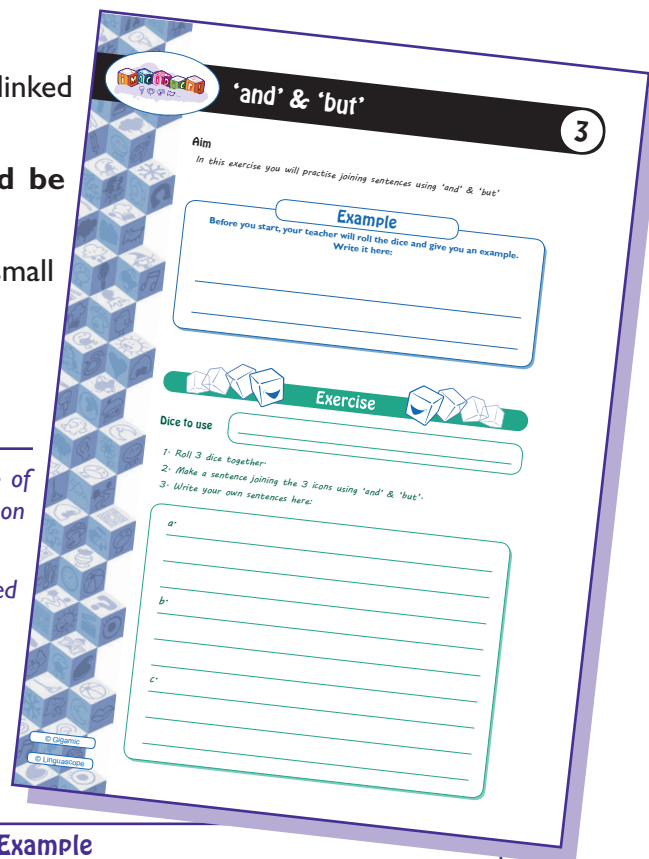
Students can work alone, in pairs or in small groups.

Example

You should start by giving your students an example of the structure you wish them to use. There is space on their worksheet for them to write your example down.

Below are some of our examples which show how varied the results could be.

Imagidice images are shown in italics.



Dice to use	Example
Travel - Hobbies - Sky Hobbies - Animal - Food	I love to <i>travel</i> and <i>paint</i> but not in the <i>snow</i> . I have a <i>pen</i> and I am drawing a <i>cat</i> but I will draw a <i>mushroom</i> next.
The same dice and images might be used by more advanced students saying:	
Travel - Hobbies - Sky Hobbies - Animal - food	I was <i>swimming</i> and it started to <i>snow</i> but the <i>cinema</i> was open so I went there instead. If I had a blue pen I would draw a blue <i>cat</i> but I would never draw a blue <i>mushroom</i> .

Exercise

- Students roll 3 dice together.
- Students must make sentences connected by 'and' & 'but'.
- They write down these sentences in the space provided on the worksheet.

The difficulty of the exercise will depend on the mixture of topics you choose to use. For this reason you may wish to use connected topics to get them started.

Extension

Students could work in groups of 3. One student starts the sentence. The next student says 'and' and continues the sentence. The next student says 'but' and completes the sentence.

Alternatively, adapt the same exercise to use at a different stage of your students' learning, by introducing more advanced linking structures.



In this exercise students are encouraged to view the dice images and think of other words that these images could suggest – associated words.

In this way they are given the opportunity to explore language imaginatively.

Any of the Imagidice topics could be used.

Students can work alone, in pairs or in small groups.

Example

You should start by reading through the example, on the worksheet.

Continue by giving them further examples from the table below. If possible, give examples relevant to their recent studies. There is space on their worksheet for them to write your examples down. If you wish, roll the dice and ask the students for examples to help them understand the exercise.

Topic	Example Image	Associated word
Hobbies	Cook	Cake
Animals	Spider	Afraid
Sky	Cloud	Miserable
Travel	Plane	Holidays
Everyday life	Flower	Nature
Food	Sweets	Sticky
History	Castle	King
Human Body	Lips	Kiss
Actions	Sleep	Dream
Emotion	Laugh	Joke
Fantastic	Dragon	Fire
Place	Home	Family

Exercise

A.

1. The first player rolls a die, names the picture and then thinks of an associated word.
2. The next player then thinks of a word linked to that associated word.
3. Repeat round the group until a player becomes stuck and loses one of their lives.
4. When players have lost both their lives, they are 'out'.

B.

1. Students roll **either** a single die 6 times **or** 6 different dice once.
2. They write the pictures they see and associated words in the table provided.

Rolling a single die 6 times can be more difficult because any one image may turn up more than once, requiring the student to think of several associated words for the same image.

4 Associated Words

Aim
In this exercise you are going to associate words or phrases that link together associated words
For example: sun - hot swimming - wet bus - passenger

Example
Before you start, your teacher will roll the dice and give you some examples. Write them here:

Exercise

Dice to use: _____

A Work in groups. Each player has 2 lives:
1. Roll a die and think of a word associated with the icon.
2. The next person thinks of a word linked to your associated word.
3. Continue round the group until someone gets stuck and loses a life.
4. When you lose both your lives you are 'out'.

B 1. Roll either a single die 6 times or 6 different dice once.
2. Write down the icons you see and associated words in the table below.

Picture	Associated Word
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

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In this exercise students are asked to create sentences linked by 'because'.

Any of the Imagidice topics should be used.

Students can work alone, in pairs or in small groups.

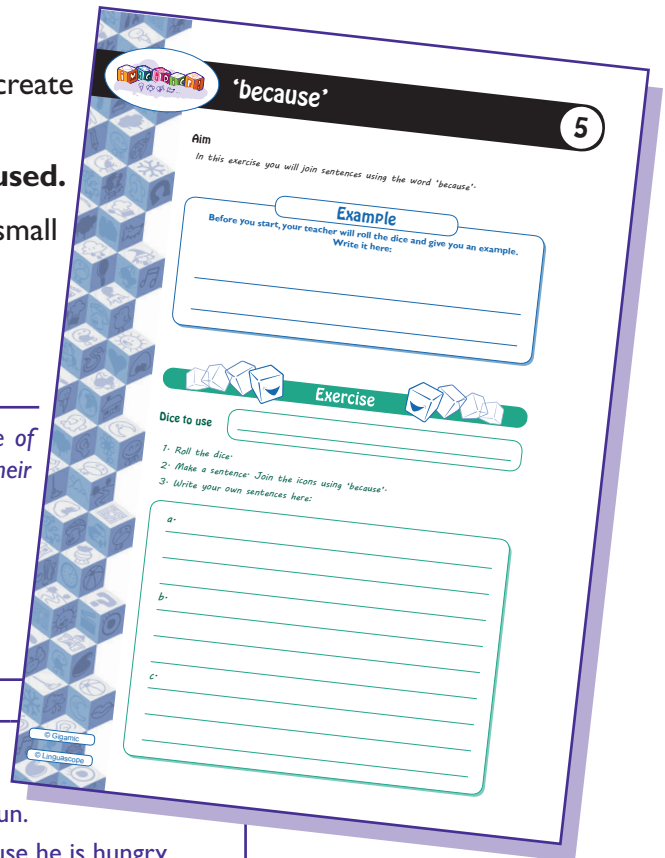
Example

You should start by giving your students an example of the structure you wish them to use. There is space on their worksheet for them to write your example down.

Below are some examples to get you started.

All Imagidice images are shown in italics.

Die to use	Example
Animals	I love <i>cats</i> because they are soft.
Everyday life	I am playing <i>ball</i> because it's fun.
Food	The boy is eating a <i>fruit</i> because he is hungry.
Sky	She is not wearing trainers because it is <i>sunny</i> .
Hobbies	I am using <i>pencil</i> because I can rub out mistakes.
Note how similar examples can be used with different structures	
Animals	I would love to have a <i>cat</i> because they are soft.
Everyday life	I played <i>football</i> because it's fun.
Food	The boy will eat a <i>fruit</i> because he is hungry.
Sky	She was not wearing trainers because it was <i>sunny</i> .
Hobbies	I used <i>pencil</i> because I could rub out mistakes



Exercise

- Students roll 2 dice.
- They must link the pictures using 'because'.
- There is space provided on the worksheet for the students to write their answers.

Extension

Roll 2 dice and create a sentence using 'because' to link the 2 pictures.

6

Comparing Things 1 - Comparatives



In this exercise students will make sentences using comparatives.

The comparative is the form of an adjective or adverb used to compare two things.

Before starting this exercise students need to understand how to create a comparative

- short adjectives add -er to the end
- longer ones use more before the adjective

Any 2 of the Imagicdice topics could be used.

Students can work alone, in pairs or in small groups.

Example

Students are provided with some examples on their worksheet but there is space on their worksheet for you to give them your own examples.

Space is allowed for 2 example sentences on their worksheet.

We suggest giving students an -er example and one using more.

Below are some of our examples to get you started.

All Imagicdice images are shown in italics.

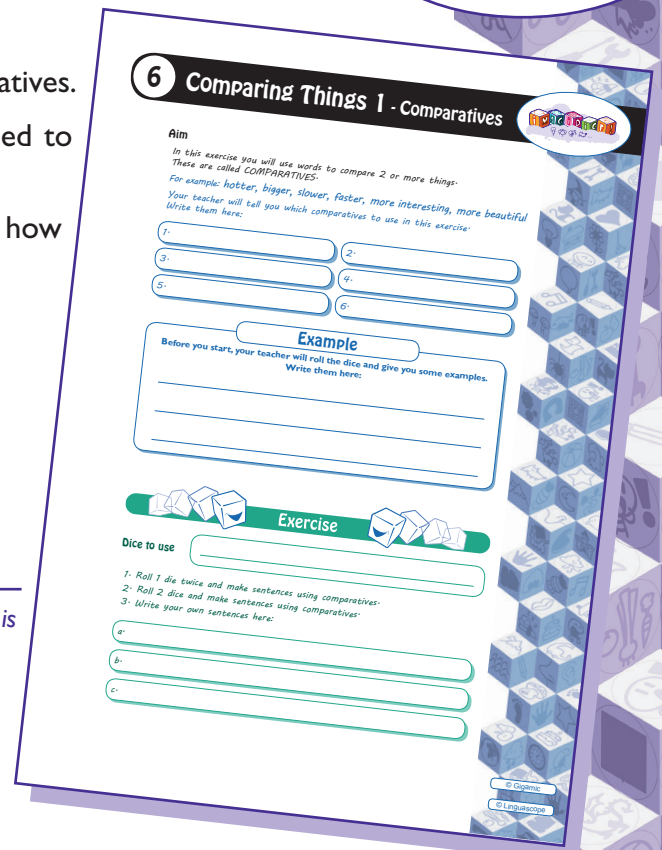
Dice to use	Example
Travel - rolled twice	Travelling by <i>plane</i> is faster than travelling by <i>car</i> .
Travel - Food	A <i>plane</i> is more expensive than a <i>sweet</i> .
Food - rolled twice	<i>Fruits</i> are tastier than <i>vegetables</i> .
Food - Animals	<i>Sweets</i> are nicer than <i>spiders</i> .
Animals - rolled twice	<i>Cats</i> are more intelligent than <i>dogs</i> .

Exercise

1. Students roll one die twice and make a sentence which compares the two images they see.
2. Students roll 2 different dice once and make a sentence which compares the two images they see.

Extension

Ask students to write their own examples in the space provided on their worksheet. They should write an -er example and one using more.



In this exercise students will be using comparatives and comparing things.

The following topics would be most suitable:

- Hobbies
- Animals
- Places
- Travel
- History
- Food
- Everyday life
- Fantastic

Note : use only the nouns relating to the images.

Students should work in groups.

This exercise also works very well as an extension activity to the Comparatives worksheet in this book. The purpose is to identify people who have pictures which fall into 3 separate categories – bigger, smaller and more valuable, in relation to the pictures rolled by each player.

Example

Go through the following example with the students

A group of 4 players each roll the following pictures:

- Horse
- Candy
- Ball
- Castle

In the 1st category – BIGGER, the following partners apply:	
Horse	Castle
Candy	Ball Horse Castle
Ball	Horse Castle
Castle	Nothing is bigger

In the 2nd category – SMALLER, the following partners apply:	
Horse	Candy Ball
Candy	Nothing is smaller
Ball	Candy
Castle	Horse Candy Ball

In the 3rd category – MORE VALUABLE, the following partners apply:	
Horse	Castle
Candy	Ball Horse Castle
Ball	Castle Horse
Castle	Nothing is more valuable

Exercise

- Students take one die and roll it and then write the name of the picture they rolled in the space provided on their worksheet.
- They ask others in the group what they rolled.
- They then need to find someone in the group who:
 - has rolled something **bigger** than theirs
 - has rolled something **smaller** than theirs
 - has rolled something **more valuable** than theirs
- They should write their results in the grid provided.

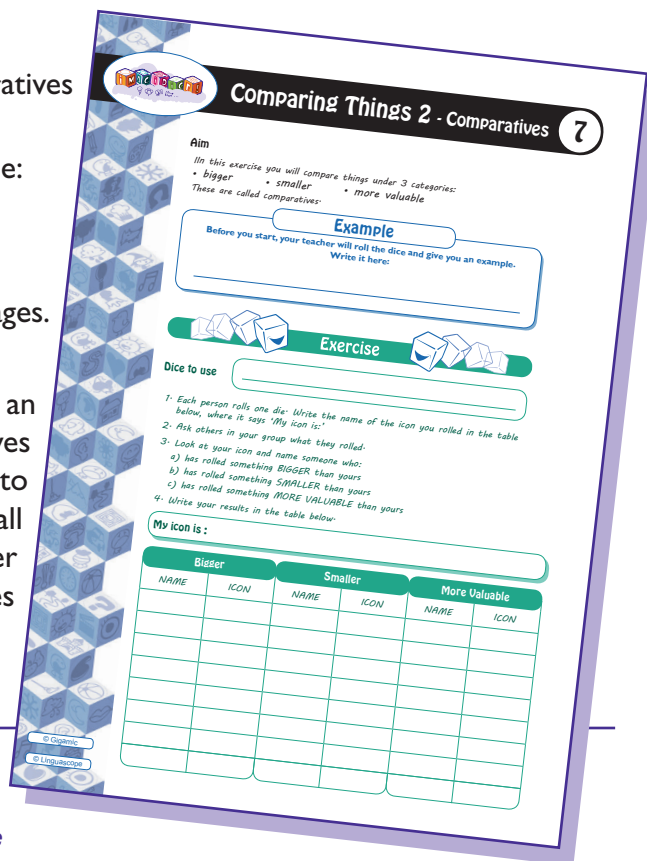
At the end of the exercise students should explain their choices to the rest of the group.

Extension

Ask students to write sentences from their findings.

For example:

My picture was a horse. A castle is bigger than a horse but candy and ball are smaller. A horse is less valuable than a castle but more valuable than candy and ball.



In this exercise students are asked to connect their ideas using conjunctions.

For example: 'and', 'but' or 'when' etc.

(see additional worksheets for exercises using 'because' and 'but' & 'and')

Any 2 Imagidice topics could be used for this exercise.

The topics you use will depend on the conjunctions you wish your students to practise – see the examples below.

Students can work alone, in pairs or in small groups.

Example

Before starting the exercise students should write down the conjunctions you want them to practise in the space provided on their worksheet.

If you wish students to work in a particular tense, ensure that this is clear before they begin.

Below are some of our examples showing combinations of picture dice, conjunctions and how they might be used in a variety of ways.

8 Connecting Ideas - Conjunctions

Aim
In this exercise you will find words which connect your ideas together. These words are called **CONJUNCTIONS**.

For example: and, but, or, because, if, and when.
Your teacher will tell you which conjunctions you are to use in this exercise.
Write them here:

1: _____ 2: _____
3: _____ 4: _____
5: _____ 6: _____

Example
Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use _____

1. Roll the dice.
2. Make sentences connecting the icons you see using one of the conjunctions your teacher gave you.
3. Write some of your own sentences here:

a. _____
b. _____
c. _____

Topic / Image	Topic / Image	Conjunction	Suggestion
Sky / Rain	Motion / Sadness	because	I am sad because it is raining
Travel / Car	Animals / Dog	and	I have a car and a dog
Hobbies / Pen	Action / Walk	or	Would you like to draw or go for a walk?
Action / Walk	Food / Sweet	when	I don't walk when I eat sweets
Animals / Cat	Everyday life / Bed	but	My cat was awake but now it's in my bed sleeping

Exercise

1. Students roll the 2 picture dice and make sentences using the pictures they see and one of the conjunctions they have learned.
2. Once confident there is space on the student worksheet for them to write down some of their ideas.

In this exercise students will be using words to describe things – **adjectives**.

Any of the Imagidice topics could be used but it may prove more difficult to think of a large variety

of adjectives in some cases.

You will need only **1 picture die**.

Students can work alone, in pairs or small groups.

Example

You should start by giving students an example sentence based around the grammatical structure you wish them to use (adjectives). The worksheet provides space for them write your example down.

Below are some example adjectives for the Hobbies topic.

This list is by no means exhaustive.

We have tried to use different adjectives for each image although some adjectives could be used to describe several of the images.

Hobbies	Adjectives
Cinema	new,old, emotional, dreadful, modern, great, amazing...
Writing	long, interesting, boring, difficult, amusing, quiet, enchanting...
Cooking	gourmet, creative, trendy, funny, sweet, salty...
Music	loud, peaceful, melodic, soft, fast, slow, flat, tuneful, exciting...
DIY	easy, difficult, practical, economical, creative, ...
Art	cerebral, inventive, clever, long, beautiful,...

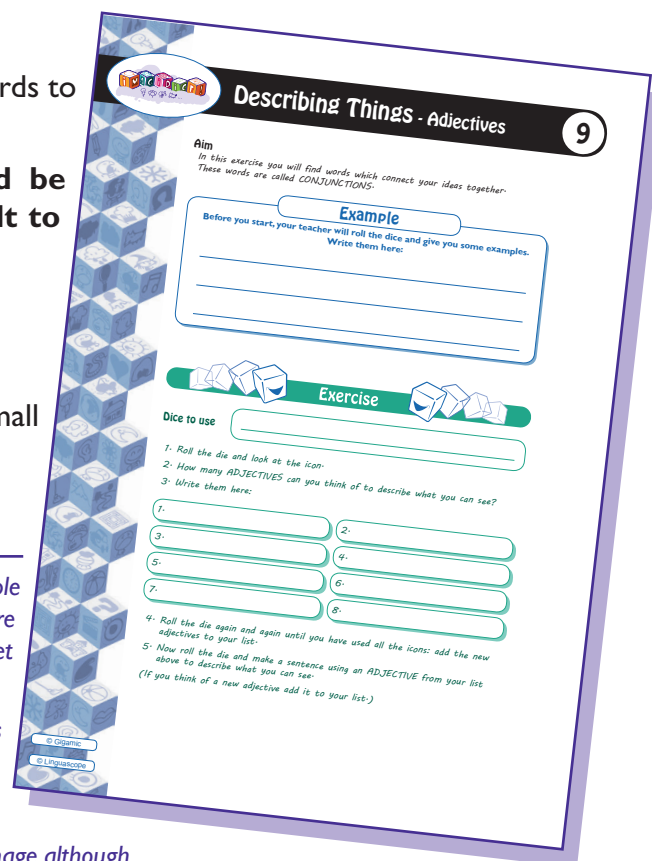
Exercise

- To begin with, students roll the die they have been given.
- Students brainstorm as many adjectives as they can think of to describe what they see.
- There is space provided on their worksheet to write the adjectives down if they wish.
- They keep rolling until they have described all the pictures.
- Students roll the die they have been given and make a sentence using an adjective from their list to describe what they see.

Every time they think of a new adjective they should add it to their list.

Extension

Use worksheet No. 19 on 'opposites' to develop students' use of adjectives.



Students are asked to identify words that express feelings. In this way they can determine the difference between adjectives - these clearly being emotive.

Any of the Imagidice topics could be used.

However, many of the words from the brainstorming session may not be appropriate to some of the topics. For example, frightening would be a difficult word to link to clothing. Therefore, students are encouraged to write down any new words they think of during the exercise and you may choose to offer a selection of dice for students to choose from. Students can work alone, in pairs or in small groups.

Example

The following are given to the students on their worksheet:

- The **angry** dog (Emotion topic)
- The **frightening** storm (Sky topic)

Before starting the exercise, get the students to brainstorm their own ideas of emotive words. The brainstorming session is an ideal way for students to recall previously learned vocabulary but also to share knowledge. These words are recorded onto their worksheets to assist them in the exercise.

Now using some of the emotive words that the students have brainstormed, give example sentences and get the students to write them in the space provided.

Below for your use, are more examples suitable for students at a variety of levels.

The Imagidice images are in italics. The emotive words are in bold.

Topic	Picture	Example
Hobbies	<i>Cinema</i>	I find the <i>cinema</i> irritating
Animals	<i>dog</i>	The <i>dog</i> is kind
Travel	<i>Car</i>	A beautiful <i>car</i>
Action	<i>Walk</i>	The <i>walking</i> is painful
Food	<i>Sweet</i>	The delicious <i>sweet</i>
Everyday life	<i>Bed</i>	The <i>bed</i> was comfortable
Places	<i>Home</i>	My <i>home</i> is annoying . It is so small
Human body	<i>Eyes</i>	Her <i>eyes</i> are adoring
Sky	<i>Rain</i>	<i>Rain</i> is boring
Emotion	<i>Surprise</i>	The <i>surprise</i> was lovely
Fantastic	<i>Wolf</i>	<i>Wolf</i> is very scary
History	<i>Enigma</i>	I find <i>enigma</i> exciting

Exercise

1. Students roll 1 picture die.
2. Say a sentence using the picture and an emotive word or ‘feeling’ word from their list.
3. Every time they think of a new emotive word they should add it to their list.

Extension

In future exercises ask students to bring out their list of emotive words and offer a reward for every emotive word they use.

10 'Feeling' Adjectives

Aim
In this exercise you will use words that show feelings. These are called 'feeling' words.
For example: an **ANGRY** dog
a **FRIGHTENING** storm
Think of as many 'feeling' words as you can. Write them here:

1: _____ 2: _____
3: _____ 4: _____
5: _____ 6: _____

Example
Before you start, your teacher will roll the dice and give you an example. Write it here:

Exercise

Dice to use _____

1: Roll 1 die
2: Make a sentence with the icon using a 'feeling' word from your list
3: Every time you think of a new 'feeling' word add it to your list.

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In this exercise students revise vocabulary in a fun way.

Any of the Imagidice topics are suitable.

Choose either a new topic for which they have only recently learned the vocabulary or a topic which needs revision.

You will need one Imagidice picture die and one regular number die, for point scoring in the Extension exercise.

Students should work in groups and each player has 2 turns.

Exercise

Choose a die and elicit all vocabulary from the students.

You can ask students to write down the vocabulary if necessary and space is provided on their worksheet.

A.

1. Each student rolls a die.
2. Each player must describe their picture, but not tell the rest of the group what the picture is.
3. The group must guess what the picture is.

B.

1. Each student rolls a die
2. The group must try to find out what the picture is by asking questions.
3. The player that rolled the die can only answer 'yes' or 'no'.

To make it more competitive, points may be awarded to students who answer correctly.

Extension

Before starting the exercise, students should write the names of all group members in a grid like the one below.

Draw the grid on the board, so the students can copy it. Each student is then to guess what he thinks each player will roll and must write his guess in the appropriate column.

In turn, all group members roll the chosen die and the number die together. Each time, the group members compare the roll with their prediction. If they guessed correctly, they are able to score the points on the number die. If they did not guess correctly, they are required to name the image actually rolled.

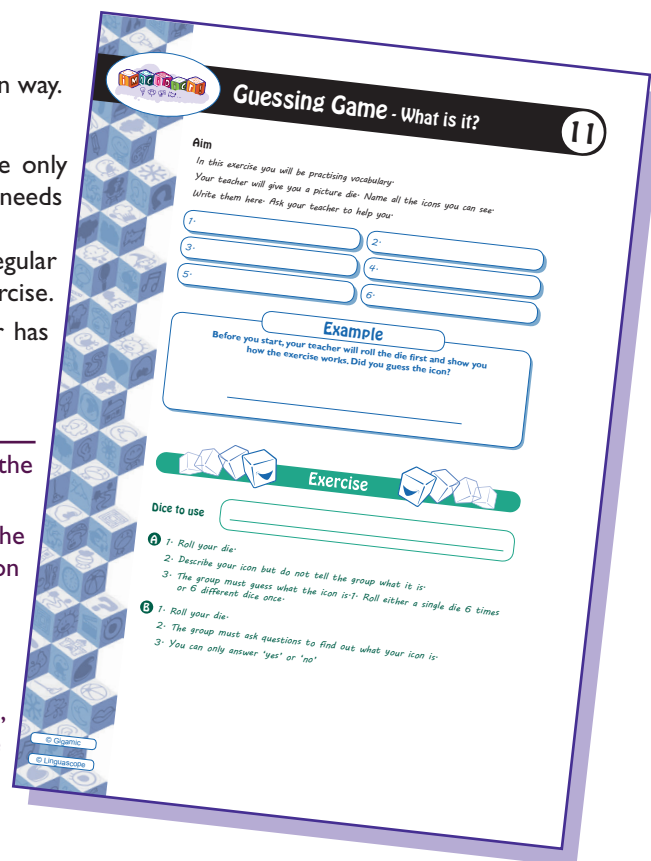
Either the score or the correct image rolled is recorded in the appropriate box on the grid. By asking students to write down what is actually rolled students are put into a position of having to write words which perhaps they were avoiding i.e. those they were less familiar with. This happens particularly when they are not encouraged to record the images at the start of the exercise.

Then the total points are added up and you may choose to reward the winner.

Below is an example of how one player's grid may look.

The die used for this example is Food:

Name	My Prediction	Roll 1	Roll 2	Total Points
John	Sweet	Vegetables	Mushroom	0
Susan	Mushroom	5	Fruits	5
Ingrid	Fruits	Cake	Cake	0
Heinrich	Cake	Fruits	Vegetables	0
Pierre	Meat	3	1	4
Jan	Cake	Meat	6	6
GRAND TOTAL				15



In this exercise students practise building sentences using a specific number of words.

Any one of the Imagidice topics would be suitable.
You will also need a regular number die to complete this exercise.

Students can work alone, in pairs or in small groups.

Below are some examples and there is space on the students' worksheet for you to give your own example.

Example

Topic	Picture	Number	Example
Travel	Train	4	I missed the train
Hobby	Music	6	The man is playing the piano
Everyday life	Ball	1	Sport
Human body	Ear	5	She has very big ears
History	Enigma	2	Difficult subject!
Animals	Horse	3	Horse are great

12 How Many Words?

Aim
In this exercise you are going to practise building sentences using a specific number of words.

Example
Before you start, your teacher will roll the dice and give you an example. Write it here:

Exercise

Dice to use

- Take 1 or 2 number dice and 1 picture die and roll them.
- What is the icon on the picture die and what numbers are on the number dice?
- Make a sentence with the icon you see. The sentence must contain the number of words that are shown on the number die/dice.
- If you make a sentence, with the right number of words, you get the number of points on the number die/dice.
- If you roll a 1 on the number die you must say an associated word. (Ask your teacher to explain associated words).
- Write down the results in the table.

ICON	NUMBER	SENTENCE

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Exercise

- Students roll one Imagidice picture die and one or two number dice.
- They note the picture in front of them and the number on the number die.
- They must create a sentence using the picture they can see. However, the sentence must contain the same number of words as are shown on the number die.
- If they can make the sentence with the correct number of words, they score the number of points on the number die.
- If they roll a 1 on the number die they must say an associated word. You may need to explain associated words (see relevant worksheet).
- Students can continue to practise by rolling the dice and writing sentences using the same method.

There is a grid on the students' worksheet for them to write down their own sentences.

In this exercise students will test their memory at the same time as drilling useful vocabulary.

Any of the Imagidice topics could be used.

The number of dice used is dependent on the age and ability of your students, but we would suggest at least 4.

Ensure that students are familiar with all the vocabulary on the dice before starting the exercise.

Students should work in pairs or in groups, although they could work alone to test their own knowledge.

This exercise can be run by the students themselves or as a teacher-led activity. In each case the rules of play should be clearly explained before the game starts.

How's your Memory? 13

Aim
In this exercise you will test your memory. One person in the group is the group leader.

Exercise

Dice to use _____

1. Choose a group leader.
2. The group leader rolls all the dice.
3. The other players look at the dice and try to remember them while the group leader counts from 10 to 0.
4. When the group leader reaches 0, he/she covers the dice.
5. The players have 10 seconds to name the icons they remember.
6. Score 1 point for each answer. Write the score next to each player's name. The group leader scores 1 point for every icon the players don't remember. Pass the dice to the next player, who is then the group leader, and continue.

Game 1		Game 2	
PLAYER	POINTS	PLAYER	POINTS
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Group Leader		Group Leader	

Exercise

As a teacher-led activity

1. Issue the dice and ask one student in each group to be group leader and to pick up the dice but not to roll them until told. When you are ready, instruct the group leaders to roll all the dice together.
2. You, or the group leaders, start to count (out loud) backwards from 10 – 0; the other students look at the dice and try to remember the images.
3. Once you, or the group leader, reaches 0, the dice roller covers the dice.
4. The students now have 10 seconds to name as many pictures as possible. The students must not shout out answers but name them in turn.
5. One point is scored for each correct answer and the marks are recorded next to the players' names. The group leader scores one point for every forgotten picture.

Adjust the times allowed if too much time is given, or too little.

By counting out loud and only allowing specific lengths of time a feeling of urgency is created and students focus on the task. You will often find groups developing strategies to remember all the pictures. This helps develop team building and communication skills.

Two small grids, to record scores, are provided on the worksheets.

Extension

1. Each time the game is played add another die increasing the challenge all the time. Ensure the vocabulary is clear before adding new topics.
2. Increase the difficulty by giving students less time to memorise and by asking the group to provide cryptic clues for forgotten pictures.

This old favourite is not only a test of memory, it is a good opportunity to revisit vocabulary.

Most of the Imagidice topics could be used, except actions and emotions.

Students should work in groups and should be given a variety of different dice.

Exercise

- The first player rolls a single die. Player 1 starts the first sentence with **‘I went shopping and I bought...’** – he then names the item on the die.
For example – “I went shopping and I bought a cat” (Animals)
- The next player starts the sentence in the same way. Names his picture and then repeats the item named by player 1.
For example – “I went shopping and I bought some sweets (Food) and a cat” (player 1).
- The next player starts the sentence in the same way. Names his picture and then repeats the item named by players 2 and 1.
For example – “I went shopping and I bought a book (Hobbies) and some sweets (player 2) and a cat” (player 1).
- Each time a player has a turn he must add a new item to the list and repeat all the items named by previous players.
- Continue around the group as many times as possible. Should anyone roll the same picture twice they must think of an associated word.

For example – Player 1 rolls cat twice. The first time he may say ‘cat’ the next time perhaps ‘kitten’, ‘flea collar’ or ‘cat food’.

Anyone who forgets an item or makes some other mistake is out of the game.

The winner is the last person remaining.

Extension

For more advanced students, make this activity more difficult by including fewer topics. They will need to have a wider vocabulary of associated words as the same pictures will turn up more often.

14 I went shopping...

Aim
In this exercise you will practise talking about the past and test your memory.
Each person in the group takes a different die.
Decide who will start the game.

Exercise

Dice to use _____

1- Player 1
Roll a die.
Start a sentence with:
‘I WENT SHOPPING AND I BOUGHT.....’(Name of icon on your die)

2- Player 2
Roll a die.
Start a sentence with:
‘I WENT SHOPPING AND I BOUGHT.....’(Name of icon on your die) **AND**
say the icon named by Player 1.

3- Player 3
Roll a die.
Start a sentence with:
‘I WENT SHOPPING AND I BOUGHT.....’(Name of icon on your die) **AND**
say the icon named by Player 2 **AND**
say the icon named by Player 1.

Continue round the group. If someone rolls the same icon twice he/she must think of an associated word.
Anyone who makes a mistake is out of the game. The winner is the last person to make a sentence.

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In this exercise students discover ways to combine 'if' with 'will'.

Any of the Imagidice topics would be suitable. Initially, however, give students topics that allow for straight forward combinations.

For example: **Sky** with **places**.

I will go in the forest if it is sunny

NOTE : Point out to students that sentences can easily be formed by putting the 'if' clause first or second in the sentence.

Once students have grasped the concept you can introduce less obvious combinations.

Students can work alone, in pairs or in small groups.

Example

The following example appears on their worksheet:

- **If it rains, I will go to the cinema**
- **He will make a cake, if you clear the table**

Below are some more examples using only the two topics in each case but showing how varied the combinations could be.

You may like to offer your students some examples of your own.

They can write these in the space provided on their worksheet.

Topic 1	Topic 2	Sentence
Sky	Hobbies	
Sun	Cinema	I will not go to the cinema if it is sunny.
Snow	DIY	If it stops snowing I will go fixing the car.
Rain	Cooking	I will make a cake if it rains tomorrow.
Star	Writing	I will read my book if some stars appear tonight.
Moon	Art	If it is a cold night I draw at home.
Wind	Music	If I can I will play a wood wind instrument.

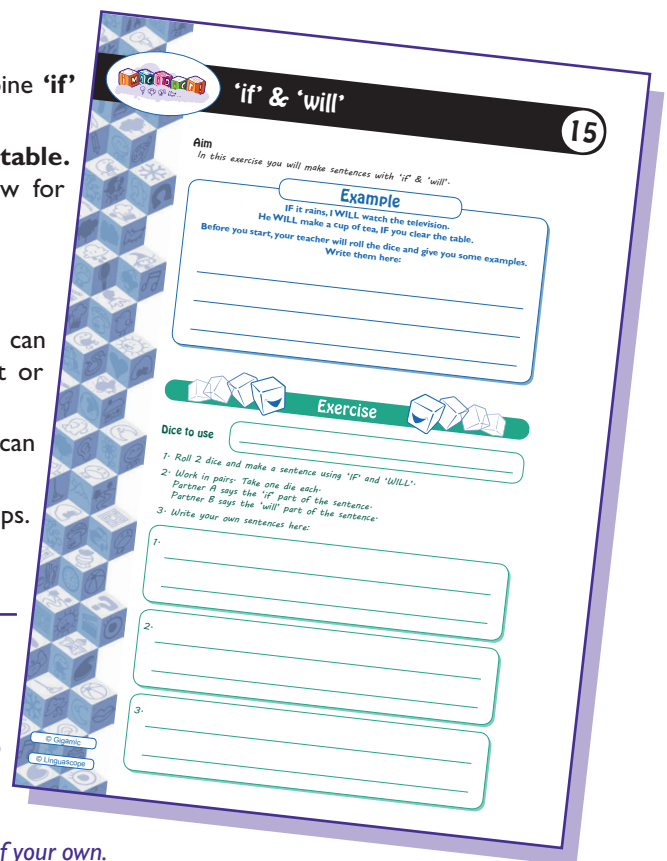
Topic 1	Topic 2	Sentence
Animal	Fantastic	
Dog	Dragon	If the dogs barks the dragon will not come.
Cat	Ghost	If the ghost comes he will frightened the cat.
Spider	Fairy	If the fairy sees a spider she will scream.
Horse	Wolf	If the wolf sees the horse he will try to bite it.
Bird	Pirate	If the bird is hungry the pirate will feed it.
Snake	Witch	If the snake hides the witch will not see it.

Exercise

1. Students roll 2 dice and say a sentence using 'if' and 'will'.
2. Working with a partner **A** & **B**, students take one die each.
A says the 'if' part of the sentence. **B** says the 'will' part of the sentence.
3. Students should write some of their own sentences in the space provided on their worksheet.

Extension

Offer a reward every time students use 'if' clauses & 'will' during the next few lessons.



In this exercise students practise using prepositions.

See also worksheet 38 'Where is it?'

Imagidice topics that could be used : Food, fantastic, animals, hobbies, travel, everyday life.

Students should work in pairs – Partner 1 & Partner 2.

There is space on the students' worksheet for them to write down the prepositions you wish them to practise.

We suggest you show your students how the exercise works before they begin.

On the students' worksheet there are two room plans **A** and **B**.

In the first instance Partner 1 speaks and Partner 2 listens.

Example – using Plan A

All the Imagidice pictures are shown in **bold**.

The **cat** is under the window. A **pen**, is on the table. The **bed** is on the opposite side of the room against the wall. One **Movie poster** is on the right hand side of the room opposite the door. The **ball** is on the **bed**. There is another bed behind the door. The **pirate puppet** is on the floor next to the bed.

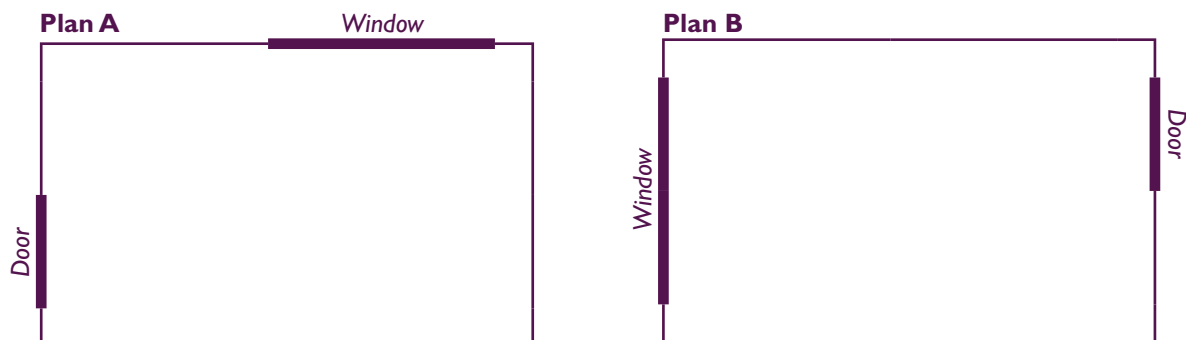
Exercise

Partner 1 imagines that **Plan A** is a bedroom.

1. He rolls 3 dice.
2. He then draws the pictures he sees on his dice onto **Plan A**.
3. He should not show Partner 2 his plan.
4. He now tells his partner where everything is using prepositions.
5. Partner 2 listens and draws, on his **Plan A**, everything that Partner 1 has explained.
6. Partners 1 & 2 then compare their plans to see whether everything has been understood.

This exercise is then repeated but Partner 2 rolls the dice and draws on **Plan B**.

Partner 1 plays the listening role.



16 My Room - Prepositions of place 1

Aim
In this exercise you will use words to say where things are. These words are called **PREPOSITIONS** of place. Your teacher will tell you the prepositions you will use in this exercise. Write them here:

1: _____ 2: _____
3: _____ 4: _____
5: _____ 6: _____

Example
Before you start, your teacher will roll the dice and give you an example.

Exercise

Dice to use _____

Play with a partner. Imagine **PLAN A** is a bedroom.

1. Roll the 3 dice.
2. Draw the icons you see on your dice onto **PLAN A**.
3. Do not show your partner your plan.
4. Use prepositions to tell your partner where everything is in your room.
5. Your partner listens and draws everything on his **PLAN A**.
6. Now show your partner your plan and see if he/she is right.
7. Repeat. This time your partner will describe **PLAN B** to you.

Plan A Window Door
Plan B Window Door

Noughts and Crosses (Tic Tac Toe)

In this simple game of noughts and crosses students are offered a fun way to drill vocabulary or sentence structures.

Any of the Imagidice topics could be used.

Students should work in pairs.

The game can be incorporated in a planned lesson but also as an extension activity for more able students.

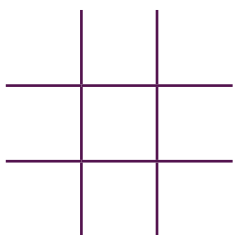
When playing the game, students can be asked to:

- name the picture shown on the die
- or
- create a sentence using the image on the die

The task can be set in any tense and around any sentence structure.

Exercise

Students work in pairs and need one die from any familiar topic, a piece of paper and two pens/pencils. The object of noughts & crosses is to get three in a row. Players start the game by drawing a grid like this:



The first player is known as **X** and the second is **O**

The following instructions appear on the students' worksheet:

The first player is known as **X** and the second is **O**

Player X

Roll the die.

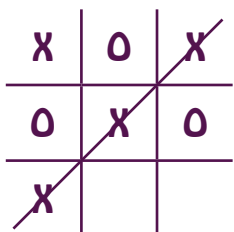
- If you can name the picture shown on the die, put an X on the grid...OR
- If you can create a sentence using the image on the die, put an X on the grid.
If not you miss a turn.

Player O

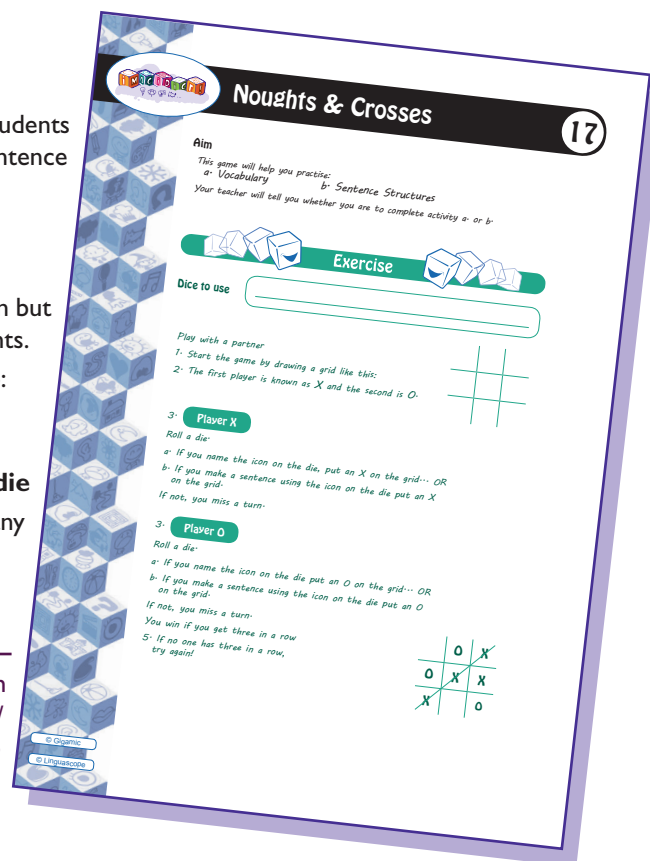
Roll the die.

- If you can name the picture shown on the die, put a O on the grid...OR
- If you can create a sentence using the image on the die, put a O on the grid.
If not you miss a turn.

You win if you get three in a row.



If no one has three in a row, try again!



In this exercise students practise their thinking skills.

Any of the Imagidice picture dice could be used.

Disconnected topics will inspire more interesting responses than those with an apparent link.

Example

Below are some ideas which have come from genuine situations.

NOTE: There is never a wrong answer, everyone will have their own ideas and justifications.

Images rolled	Odd One out	Justification
Sun Ball Pirate	Pirate	Because all the others are linked with heat. The Sun is hot, you play with a ball when it's hot and cake out of the oven is hot. (Jessica, aged 12)
Pirate Cake	Sun	The Sun is the only one not on our planet. (Steve, aged 46)
Cake	Cake	Because I can't eat the other things (Liz, aged 10)

Images rolled	Odd One out	Justification
Nose Home	Cake	Cake is the only one that I can eat. (Emma, aged 38)
Home Cake	Nose	It is the only one I always wear on me. (Joseph, aged 42)
Cake Bed	Bed	Because the others are to do with smells. Cakes are smelly, I smell with my nose and my auntie has a very smelly home. (Molly, aged 10)

Exercise

1. Students roll the dice and look at the pictures for a few moments.
2. They then decide which of the pictures they think is the odd one out.
3. They must justify to the rest of the group why they have made that decision.

You can :

either ask the whole group to look at the same images and give their 'odd one out' and give their justification once everyone has made a decision

or

ask students to have individual turns at rolling and deciding. The second option is often an opportunity to open discussion as inevitably the rest of the group volunteer their own ideas.

18 Odd One Out

Aim
In this exercise you will look for the 'odd one out' and give reasons.

Exercise

Dice to use

1. Roll the dice.
2. Which icon is the odd one out?
3. Explain why to the rest of the group.

Example

If you roll:	You could say:
Sun Ball Pirate Cake	"The cake is the odd one out, because I cannot eat the other things."

In this extension activity to the 'Adjectives' worksheet, students have the opportunity to practise opposites together with any grammatical structure suitable to their level.

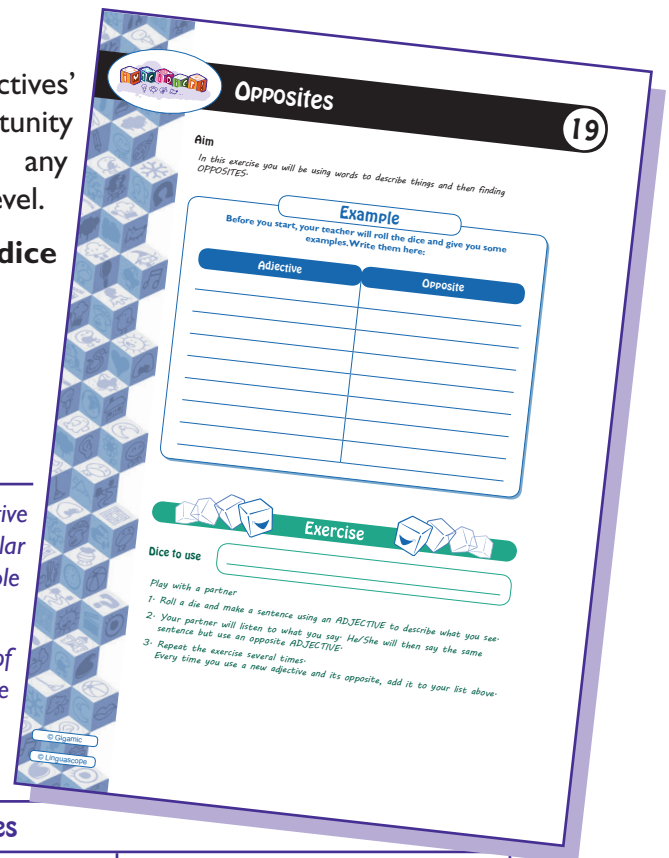
You will need only one of the Imagidice topics.

Students should work in pairs.

Example

The students' worksheet provides a grid for you to give your students some examples. Below is a grid similar to the students' but this one gives you some example sentences to help you get started.

You will see that we have suggested a variety of grammatical structures and the adjectives are highlighted.



Topic/Image	Example Sentences	
	Partner 1	Partner 2
Hobbies/Cinema	The movie is interesting	The movie is boring
Hobbies/Cooking	The plate is shiny	The plate is dull
Animals/Dog	The dog was very noisy	The dog was very quiet
Animals/Cat	I saw a huge cat	I saw a tiny cat
Fantastic/Fairy	The fairy is always kind	The fairy is always unkind
Everyday life/Bed	I am polishing the big bed	I am polishing the small bed

Exercise

- One student rolls the die and makes a sentence using an adjective to describe what he sees.
For example: The book is very interesting
- The partner listens to what has been said. He then says the same sentence again but chooses an opposite adjective as in the example above.
- Students take it in turns to start and repeat the exercise several times. Whenever they think of a new pairing they should add this to their list.

Extension

Ask students to try to build their 2 sentences into 1. This helps them practise negatives too. Using some of the sentences above, for example:

- *The movie isn't interesting, it is boring.*
- *The dog wasn't very quiet, he was very noisy*
- *He didn't choose a comfortable bed, he chose an uncomfortable bed.*

In this exercise students will make sentences using personal pronouns

• **I** • **You** • **He/she/it** • **We** • **They**

Use any topic, you should use at least one but add several for more able students. Students could work in pairs or groups.

Before they begin the exercise:

- Each student will make a sentence using different pronouns and including the picture(s) of the die/dice.

First one will begin with a sentence using I, the next one will repeat the sentence using «You», the next one using he/she or it ...

As many different sentence structure and/or tenses could be used for this exercise, you may wish to give your students some example sentences.

There is space on their worksheet for them to write these examples down.

20 Pronouns

Aim
In this exercise you will make sentences with:
• I • You • He/She/it • We • They
These are called PRONOUNS

Before you begin:
• Each student will make a sentence using different pronouns and including the picture(s) of the die/dice.
First one will begin with a sentence using I, the next one will repeat the sentence using You, the next one using He/She or It ...

Example
Before you start, your teacher will roll the dice and give you some examples.
Write them here:

Exercise

Dice to use

1. Roll the dice and make a sentence starting with a PRONOUN.
2. Write your own sentences here:

1-
2-
2-

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Example

Using the following pictures:

- **Fairy** (fantastic)
- **Cake** (Food)

The first player says – **'I met a fairy while I was eating a cake'**

Next player says – **'You met a fairy while you were eating a cake'**

Next player says – **'He met a fairy while he was eating a cake'**

...

Exercise

1. Students roll the one or more dice they have been given and make sentences starting with a pronoun and including the picture dice.
2. There is space on their worksheet for students to write some of their own sentences.

In this exercise students practise the art of questioning. Formulating questions can be problematic for students who are used to answering them as opposed to asking them.

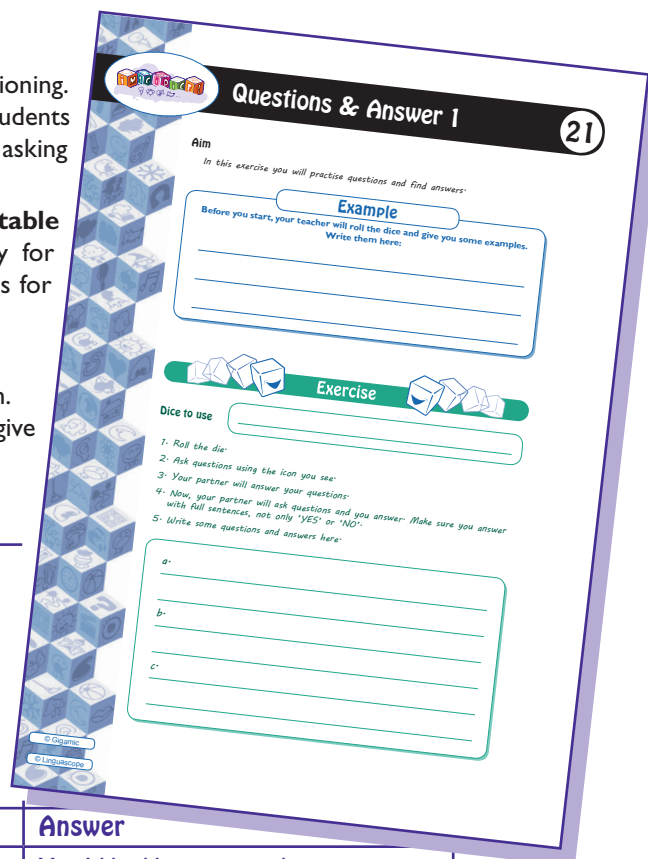
Any of the Imagidice topics would be suitable for both of the exercises. Choose carefully for exercise 2 and reserve complicated combinations for advanced groups.

Students should work in pairs.

Set the tense you wish the students to work with. Space is allowed on the worksheet for you to give your students examples to help them.

Example

Below are some of our examples.



Exercise 1

Image	Question	Answer
Cake	Do you like eating cake?	Yes, I like like eating cake
Sadness	Are you feeling better?	No, I am not feeling better
Sweets	Does the boy eat sweets?	Yes, the boy eats sweets every day
Ball	What time is the football lesson?	The football lesson is at 3:00pm
Spider	How big is the spider?	The spider is as big as my fist
Foot	What are you standing on?	I am standing on the floor

Exercise

1. Students roll 1 die.
2. Partner 1 asks questions, based on the images rolled.
3. Partner 2 answers them.
4. They then swap roles.
5. Partner 2 asks the questions and partner 1 answers.

Students are required to answer in full sentences and not to simply answer 'yes' or 'no'.

Extension

- Students follow the same instructions as for the exercise above but, this time, they use 2 dice and incorporate both images in their questions.

Exercise 2

Image	Image	Question	Answer
Sweets	Bed	Are there sweets in your bed?	Yes, I like like eating cake
Cake	Dog	Why shouldn't dog eat cake?	No, I am not feeling better
Ball	Car	Will you take the car to football later?	No, I always walk to football.
Spider	Globe	Do you know which country Black Widow spiders come from?	No, I don't know. I am no good at geography
Foot	Home	Were you at home when you tripped?	Yes and I hurt my foot very badly
Wolf	Pen	Do you have a book about wolves?	No, we have never had books about wolves

In this exercise students practise the art of questioning.

Formulating questions can be problematic for students who are used to answering them as opposed to asking them.

Any of the Imagidice topics are suitable.

We recommend using 4 dice for this exercise but more or less could also be used.

Students should work in groups of 4 wherever possible. However, students could also work in groups of 2 or 3.

Example

Ensure you tell students which tense they should be working in.

You may wish to give them examples and we have allowed space on their worksheet to write these examples down.

Encourage students to answer questions posed to them in full sentences.

For example:

One of the dice in the tower is from our sky topic.

Player 1 can see **Sun**

Player 2 can see **Rain**

Player 3 can see **Snow**

Player 4 can see **Wind**

Player 1 asks 'What is the weather like today?'

Player 2 replies 'It is raining in Edinburgh'

Player 3 replies 'In Hong Kong it is snowing'

Player 4 replies 'In Barcelona it is very windy'

However, a more advanced group, working in different tenses will work at a higher level.

Player 1 asks 'What is the weather like today?'

Player 2 replies 'It will be raining in Edinburgh all day today'

Player 3 replies 'In Hong Kong it is snowing at the moment but may clear up later'

Player 4 replies 'In Barcelona it has been very windy all week and it will remain windy until Friday.'

Exercise

1. Students should be sat in a square around a table.

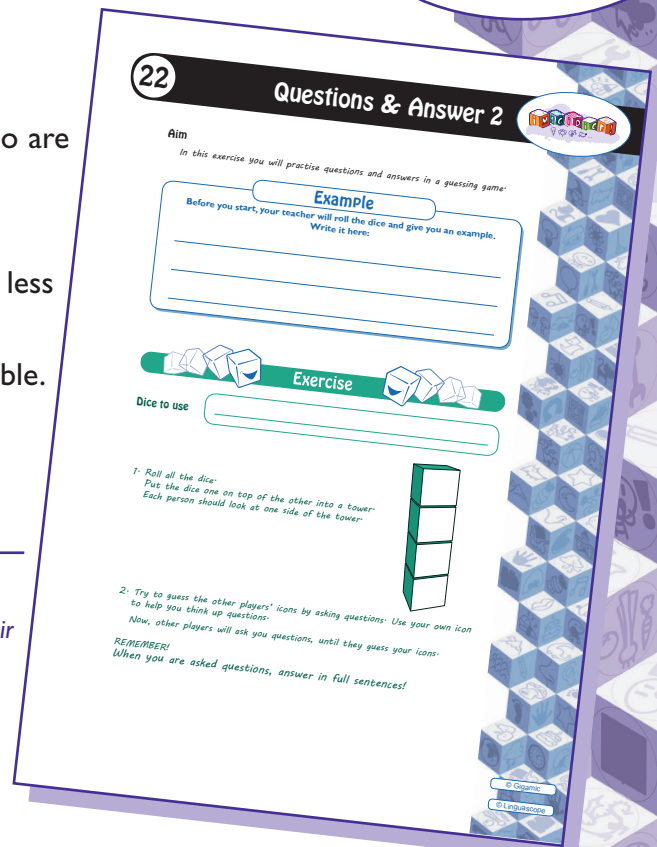
Students take 4 different dice, roll them once and then stacked them in a 'tower' like this:

Each student should be able to see one side of the tower.



2. Students then pose questions to each other based on the pictures in front of them.

Students are required to answer in full sentences and not to simply answer 'yes' or 'no'.



Any of the Imagidice topics could be used.
Give students as many different topics as possible.

Students should work in pairs or groups.

Before starting the exercise students should look at the picture die they have been given and name all the pictures in the space provided on their worksheet.

Example

A good way to help students warm up is to practise asking general, logical questions to establish the dice topic:

- **Is it part of the body?**
- **Can it talk?**
- **Can you play with it?**
- **Can you ride it?**
- **Can you eat it?**

etc.

More advanced students might ask:

- **Is it natural or man made?**
- **Does it perform a function?**
- **Can I eat it?**
- **Is it an occupation?**
- **Is it dangerous?**

etc.

Exercise

1. Player 1 rolls the die and looks at the picture in front of him.
He should not show his picture to the others in the group.
2. The rest of the group try and guess what the picture is by asking him questions.
3. Player 1 can only answer simply 'Yes' or 'No'.
4. When the group has guessed the picture the die is passed to another player to have a turn.

Questions & Answer 3 23

Aim
In this exercise you will practise questions and answers in a guessing game. Your teacher will give you a die. Write down the names of the icons on your die below. But don't show them to the others:

?	?
?	?
?	?

Exercise

Dice to use _____

1. Roll the die and look at the icon in front of you. Do not show it to the group.
2. The group will guess what the icon is by asking you questions.
3. You can only answer 'Yes' or 'No'.
4. When the other players guess the icon, give the die to someone else to roll.

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In this exercise students will practise giving reasons.

Any of the Imagidice topics would be suitable.

The more topics used the more interesting the activity, however, restrict the topics to those you feel could be used most confidently by your students.

Students should work in groups.

Example

Below are some examples to help you.

Picture 1	Picture 2	Link
Dog	Cake	The dog doesn't eat cake
Pen	Car	I draw a picture of the car
Home	Bird	I found a bird on the window of my home
Cake	ball	There is a bakery next to the football club
Snake	Foot	The shoes have a snake pattern on them
Clock	Castle	I have made a time line in my history class
Ear	Snow	She can't hear the snow falling outside

Exercise

1. Each member of the group is given a single die and rolls his die once. Students should write down which picture they rolled on their worksheet in the space provided.
2. Students ask others what they rolled and decide whether the 2 pictures go together?
3. If they do, they are partners. They should then say why they believe their pictures go together.
4. Students should find all their possible partners in the group.

This is a good activity to follow the Associated Words exercise (4) in this book.

Extension

Bring your students back into a whole group.

Each person must present their reasons for choosing their partners.

This is a good way to develop vocabulary, presentation and thinking skills.

24 **Reasons**

Aim
In this exercise you will find partners and practise giving reasons.

Example
Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use

1. Roll 1 die. What is your icon? Write it here:

My icon is

2. Ask others what icons they have. Do the 2 icons go together? If they do, you are partners.

3. Why are you partners? Give a reason.

4. Find all your partners in the group.

5. Write your name and icon and the names of all your partners and their icons in the table below.

NAME	ICON	NAME	ICON

6. Tell the rest of the group who your partners are and why.

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In this exercise students practise reporting things that other people have said in a fun way.

Any of the Imagicdice topics could be used.

You will also need photographs for this exercise, either multiple copies of the same photograph or a variety of different photographs. Any photograph suitable to the age level of your group will do but it should have a central character. Look in newspapers and magazines but don't forget, there are many photographs available for downloading on the internet and you might like to encourage your students to practise their ICT skills by finding photographs for this exercise.

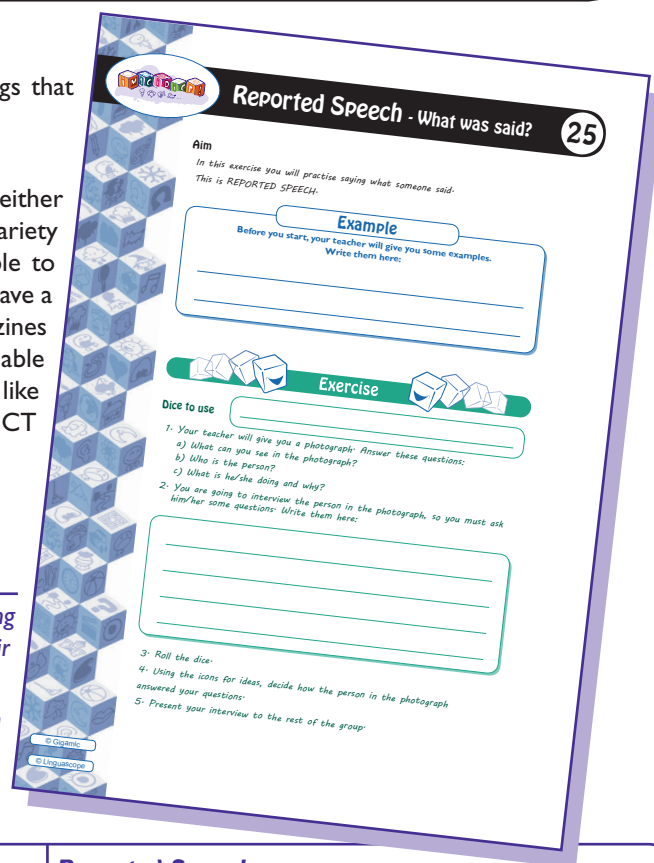
Students should work in groups.

Example

In order that your students are clear as to the meaning of reported speech there is space allowed on their worksheet for you to give them some examples.

Below are some of our examples of reported speech for your use.

The Imagicdice pictures are in italics.



Topic	What was said	Reported Speech
Animal	'I am going to buy a <i>cat</i> '	The man said that he was going to buy a <i>cat</i> .
Food	'Do you like <i>cake</i> ?'	The woman asked whether I liked <i>cake</i> .
Hobbies	'I will be at the <i>music lesson</i> at 2 pm'	The boy said that he would be at the <i>music lesson</i> at 2pm.
Places	'Don't go to <i>the forest</i> '	The girl told me not to go to <i>the forest</i> .

Exercise

1. Students discuss this photograph and try to answer the following questions:

- **What can you see in this photograph?**
- **Who is the person?**
- **What is he/she doing and why?**

There should be no right or wrong answers and students should be encouraged to be as imaginative as possible. Once they have settled on an identity for the central character they must complete the rest of the exercise without changing their decision.

This is the point where students can practise their skills in reported speech. They are to imagine they are newspaper reporters and they are going to interview the central character seconds after the photograph was taken.

2. Students must think of questions to ask the person in the picture. There is space on their worksheet to write down their questions.
3. They may roll all the dice you have given them together. Using the images on the picture dice for ideas, they must decide what the central character said in the interview.
4. They should present their interview to the rest of the group

Extension

The interviews could be turned into any of the following:

- **Newspaper/Magazine item**
- **Radio programme**
- **Television news item**

In this exercise students are going to create a short role play.

Any of the Imagidice topics could be used.

We recommend using dice from 4 or more topics.

Students should work in groups.

Exercise

1. Students roll all of the dice once and at the same time.
2. They record which of the images they have rolled in the grid provided on their worksheet.
3. All images must be referred to in some way during the play, but how this is achieved should be left to the imagination of the students and will depend on the ability of the group.

For example, when 'foot' is rolled from the Human body topic, one group might say:

'My foot hurts' another might say **'I walked all the way to the shops'**

Tell your students how long they have to create their short play and ask them to write this in the space provided on their worksheets. This creates a sense of urgency and helps students focus on the task.

4. Once the time has run out, students should perform their play to the other groups.

Concentration levels can vary when watching other groups' role plays.

In order to help concentration students should:

5. Try to guess which images the other groups rolled and record their guesses in the grids on their worksheets.

You could turn this into a competition by awarding points for every correct guess.

Extension

Give students a particular phrase or idiom which must be included somewhere in their role play this could be something from an earlier topic, for revision, or something from their current studies.

Students could be rewarded for the most creative use of the phrase/idiom.

26 Role Play

Aim
In this exercise you will create a short play.

Example
Before you start, your teacher will roll the dice and give you an example for a play and its parts.

Exercise

Dice to use _____

1. Roll all the dice together.
2. In the box below write down the icons that came up.
3. Create a play using the icons on your dice.
4. Perform your play to the other groups. They must guess the icons you had.
5. When you are watching other groups' plays, guess which icons they had on their dice and write your guesses in the box below.

Group Number	Icons on Dice
GROUP 1	
GROUP 2	
GROUP 3	
GROUP 4	
GROUP 5	
GROUP 6	

How many did you get right?

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In this exercise students practice simple sentence structuring.

Any of the Imagicdice topics are suitable but use more straightforward combinations for lower ability groups. You will need one Imagicdice picture die and one regular number die.

Students can work alone, in pairs or in a small group if you wish to turn it into a fun competition.

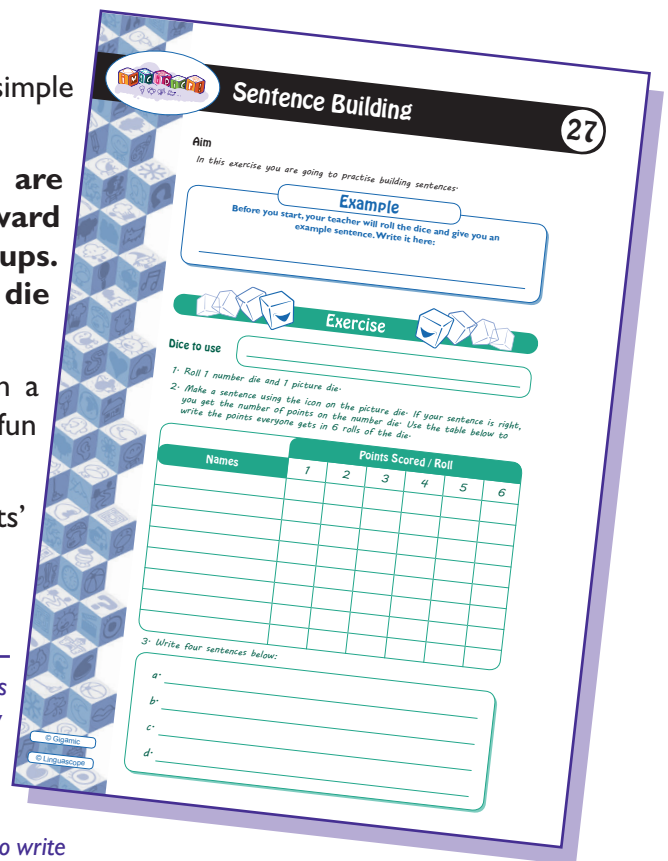
This exercise could be used in students' current studies as useful revision.

Example

The structure to be used is your decision, so this exercise can be used many times and at many stages of your students' learning. Each time you revisit this exercise, you might like to give your students an example of the structure to be used. There is space provided on the worksheet for them to write your examples.

Below are some examples of how the same topic can be set in a variety of structures. In these examples, the Imagicdice Sport topic is used.

Please note that these are only examples and are by no means exhaustive.



Present Tense	Past Tense	Future Tense	Likes/Dislikes
I play the piano	I played the piano	I will play the piano	Piano is my favourite instrument
You are writing	You were writing	You are writing	Do you enjoy writing?
He doesn't like cooking	He didn't like cooking	He won't like cooking	Why don't you like cooking?
Do you paint ?	Did you paint?	Will you paint?	What do you prefer, paint or sculpture?
She never plays with her cat	She never played with her cat	She is never going to play with her cat	My son often plays with the cat, but my daughter doesn't like playing with the cat at all

Exercise

1. Students roll the picture die and the regular number dice at the same time.
2. If they can create a sentence using the pictures they can see, they score the number of points shown on the number die.
3. There is space on the students' worksheets for them to write 4 sentences.

Extension

Give students 2 or more dice for longer, more difficult sentences.



In this exercise students practise sentence building.

Any of the Imagidice topics can be used.

In addition to Imagidice players will also need a number die and counters for this game.

Students should work in pairs or groups.

A simple gaming board is provided for this exercise.

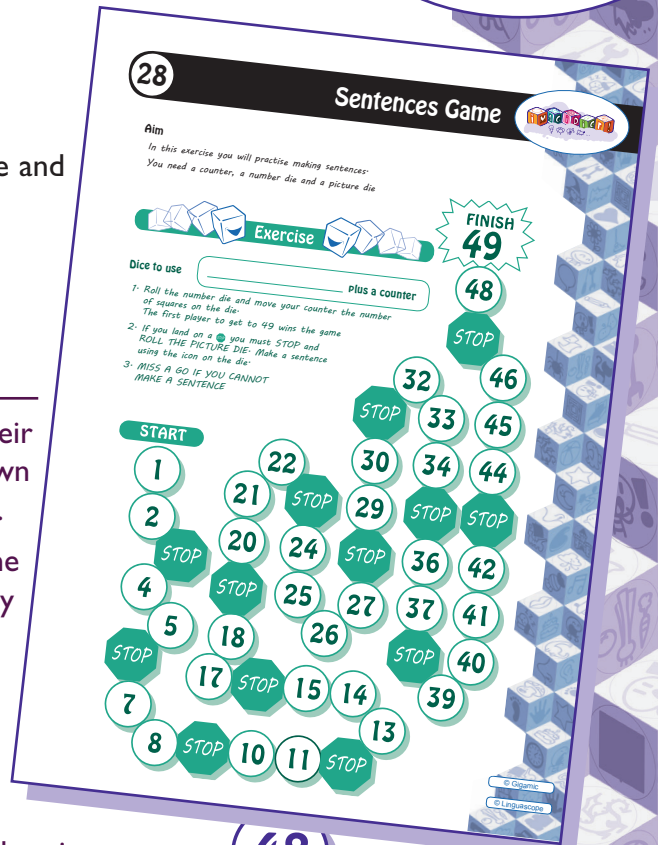
Exercise

- Each player throws the number die and moves their counter around the board the number of squares shown on the die. The first player to land on 49 wins the game.
- Each time players land on a **STOP** they should stop, roll the picture die and say a sentence relating to the picture they see.
- They should miss a go if they cannot say a sentence.

This exercise can be carried out in a variety of ways. You can either give examples of sentence structures to be used or allow students total freedom to say anything they like.

If you wish to set a structure use any of the many examples given in these teacher's notes for ideas.

By enlarging and laminating the game board you can keep the board for other exercises too.



Extension

Ask students to make their own board games. These can be swapped with other groups and kept for future use.



In this exercise students are asked to use words to compare one thing with other things in its group – **superlatives**.

Before starting this exercise students need to know how to use superlatives

- short adjectives **add 'est'** to the end of the adjective
- longer ones **add 'most'** before the adjective

Any 4 different Imagidice topics would be suitable for this exercise.

Students can work alone in pairs or in groups.

Example

The following example appears on the students' worksheet:

Below are some examples to get you started:

Topic / Image	Example sentence
Animal / Cat	The cat is the cutest
History / Castle	The castle is the tallest
Animal / spider	The spider is the smallest
Fantastic / Pirate	The pirate is the most interesting

Exercise

1. Each person in the group rolls the same dice.
2. Each student must make up a superlative sentence by comparing the icons.
3. They can make notes in the table provided.

Below is an example of 3 possible lines of a completed grid.

The dice used are Travel, food, every day life.

Picture 1	Superlative	Picture 2	Superlative	Picture 3	Superlative
plane	most expensive	meat	hottest	broom	cheapest
Car	fastest	Sweets	sweetest	ball	roundest
Train	noisiest	mushroom	smallest	flowers	the most beautiful

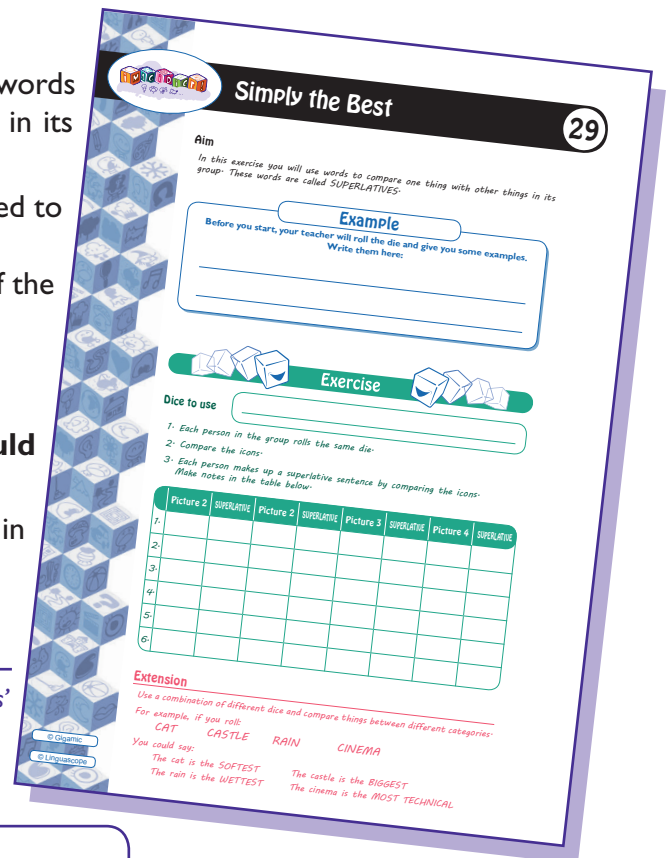
Extension

For more advanced pupils, use a combination of different dice and compare things between different categories.

- cat
- castle
- rain
- cinema

The cat is the softest
The rain is the wettest

The castle is the biggest
The cinema is the most technical



In this exercise students write their own lyrics to a well known song of your choice.

Any of the Imagidice topics could be used for this exercise but choose ones that are relevant to their age and ability. Also aim to offer topics that have a natural connection.

Use a maximum of 4 picture dice for this exercise.

Students should work in groups.

You will need a recording of a well known song for this exercise. This could be an old song or a song currently in the pop music charts but should be one known to your students.

We would recommend a song with a strong and repetitive rhythm which is easy to remember. By using a song already familiar your students can concentrate on writing the lyrics and not have to remember the tune too.

Select only part of the song, perhaps one verse and the chorus and play it to the group.

Example

In this example the 4 dice used are:

We have highlighted the images from each topic.

Sung to **'On Top of Old Smokey'**

1. I love going sailing.
I go with my friends.
We **sail** every Tuesday
And every weekend

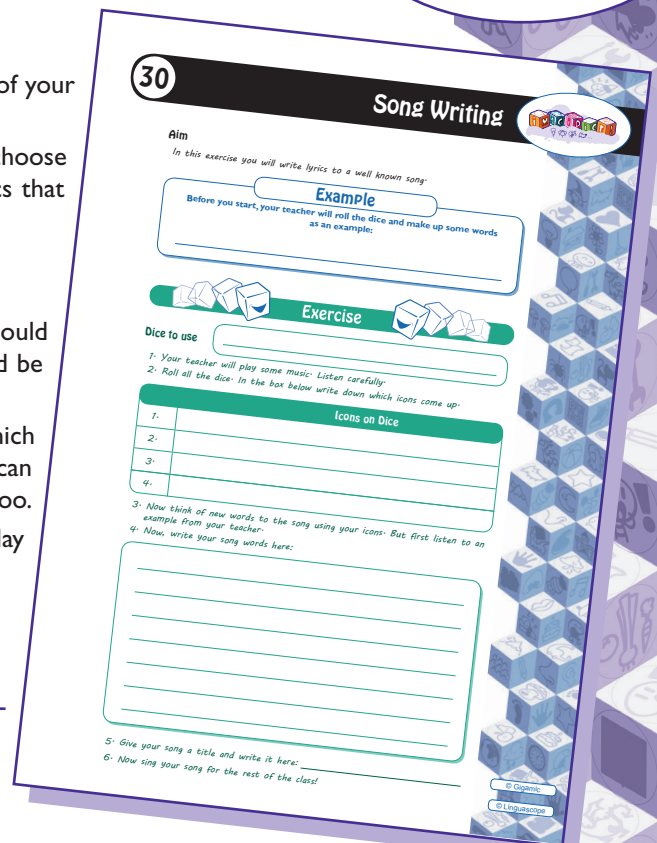
2. Today it is **sunny**.
But soon it will **snow**.
Oh I love the winter
And when the **winds** blow

3. My favourite programme is
on BBC.
I always eat **sweets** when
watching a **movie**

Exercise

1. Play the piece of music to the students.
2. Students roll the dice and base their lyrics around the images they see. There is space on their worksheet for them to record the images they have rolled.
3. They may use these images in any way they choose to write lyrics to the song. However, you could ask them to use each image more than once or ask them not to include more than one image in any one line of their song. Firstly, you will need to give students an example, so make sure you have created your own lyrics and sing them to the group yourself. Students always respond better if they think you are always prepared to have a go. Alternatively, use the example above.
4. You will need to play the piece of music several times and help the students stretch and repeat words so that they may fit their lyrics to the music. Their lyrics do not have to rhyme but encourage it if possible. Get the students to record their lyrics in the space provided.
5. Every group should think of an original title for their song. They should write this in the space provided on their worksheets.
6. Once finished, all the groups should sing their version to the rest of the class. This can be intimidating for some but can be overcome if everyone is encouraged to sing all versions at the same time. You can do this through any of the following methods:
 - a. Give the class photocopies of the lyrics
 - b. Ask the student to write the lyrics on transparent film. This film is shown to the group with an overhead projector.
 - c. Allow students to type the lyrics on to a computer and shown them via an interactive whiteboard.

In options b. & c. above, the group that wrote the lyrics should come to the front and point to each word when it should be sung – 'bouncing ball' style. This will help everyone to keep time.



This activity is best used with students who have a solid grasp of language. It gives students the opportunity to be involved in extended story telling based on given prompts.

Any of the Imagicdice topics would be suitable. Ideally 4 dice should be used.

Students can work in pairs or in small groups.

In the first instance topics which easily link together should be used such as:

- Hobbies
- Travel
- Sky
- Places.

Once students are familiar with the activity it can be made more difficult by not using connected topics.

Exercise

1. The players decide who will start.
2. The first player should roll all 4 dice.
3. These should then be laid side-by-side in a row.
4. By reading the pictures left to right the player has to tell a story of some kind.
5. Without changing the pictures he alters the order of the dice and passes them to his left.
6. The next player should also tell a story reading the pictures left to right but **should not repeat exact sentences.**

For example, if the first player had said 'It is a windy day' although other players may use the word 'windy' they may not repeat the exact phrase.

7. The activity continues with the order of the pictures being changed and the dice being passed around the group.

The more times the dice are passed the more difficult the activity becomes and the more imagination the players have to use. Ensure that the first player, at least, gets a second turn, as this player had a very much easier task than the other players with a free reign to say whatever he wanted.

Storytelling: Advanced 31

Aim
In this exercise each member of your group is going to tell a story using the same 4 pictures but in a different order.

Exercise

Dice to use

1. Decide who is going to begin
2. Roll all the dice once and at the same time.
3. Place the dice side by side.

4. Tell a story using the icons - read from left to right.

5. Change the order of the dice and give them to the person on your left.

6. Tell a story using the same icons as player 1 but in the new order reading from left to right.

BE CAREFUL! DON'T SAY ANYTHING THAT SOMEONE ELSE HAS SAID.
If working in pairs have at least 3 turns each.



In this exercise students are going to tell a story.

Students should work in groups.

Any of the Imagicdice topics could be used, but ensure that students are familiar with all the vocabulary before you begin.

Example

There is space provided on the students' worksheet for you to give your students a phrase which may be appropriate to their stage of learning.

Exercise

1. Students are given one Imagicdice picture die each and they decide who is to start.
2. Each person rolls a die and says a sentence containing a word inspired by the picture they see.
3. Everyone's sentences must link together to tell a story.
4. They can go around the group as many times as they like to see how many sentences they can join together before getting stuck. Encourage your students to be as imaginative as possible.

Extension

Students could turn their story into a play which could be filmed or recorded.

32 Storytelling: Group

Aim
In this exercise you will tell a story in a group.
See how imaginative you can be and how many times you can go around the group before you run out of ideas!

Your teacher will give you a phrase to start the story. Write it here:

Exercise

Dice to use

1. Decide who will start.
2. The first person rolls a die and makes a sentence about the icon.
3. The next person then rolls a die and makes a sentence about the icon, linked to the last sentence.
4. Continue the story around the group. Everyone's sentences must link together to tell a story.

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In this exercise students have the opportunity to create short stories - from very simple combinations resulting in short sentences to complicated paragraphs.

Differentiation is simple and the results will depend on the age and ability of your group. Some students may need assistance initially. Any of the Imagidice topics could be used.

We recommend using 3/4 dice to start. Add more dice to make this exercise more challenging. Ensure that students are familiar with all the vocabulary on the dice before starting the exercise.

Students should work alone.

Example

Using the following dice:

- Pen (hobbies)
- Spider (Animals)
- Castle (history)

Depending on ability students might say:

This morning I am drawing a big spider. The spider is called Harry. He lives in a huge castle.
OR

Yesterday I was sat in the castle garden and a huge spider ran across my foot. He was very big and hairy, he said his name was Harry.

In order for students to focus on the required structures and tenses, it is helpful to offer them story starters. These could be single words or whole sentences.

There is space on the students' worksheet for them to write down some of your ideas. Below are some additional story starters for your use:

Past Tense

- I went to the shop earlier and...*
- John was washing the car yesterday when...*

Present Tense

- I play cards at home but my sister...*
- The woman is walking down the road...*

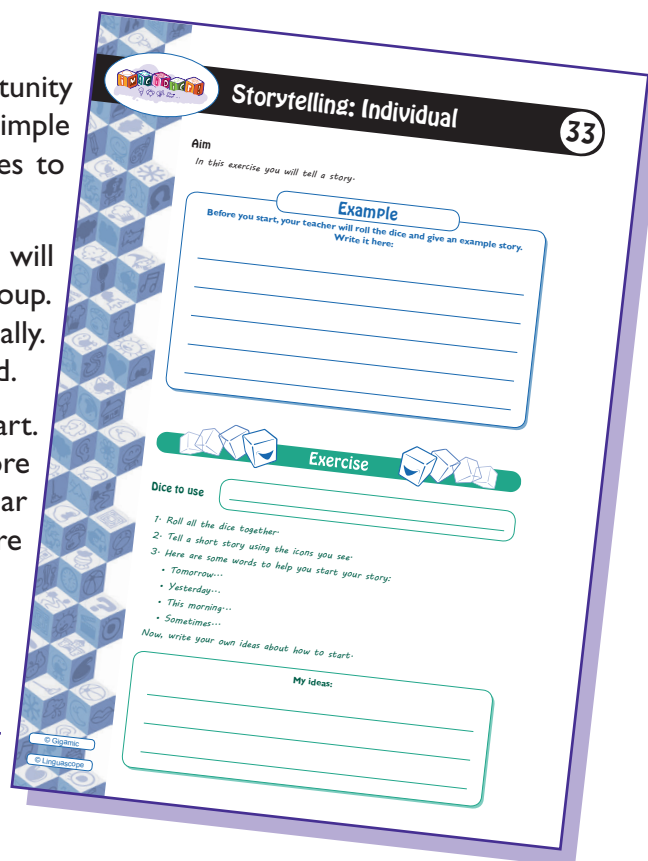
Future Tense

- Mrs Brown will meet her friends next week...*
- The dog is going to the vet later and...*
- I will be watching the match on Tuesday evening...*

Exercise

1. Students roll the dice once and at the same time.
2. Tell a short story using all the pictures they can see.
3. The following story starters appear on the students' worksheet:

- **Tomorrow** (Future)
- **Yesterday** (Past)
- **This morning** (Present OR Future)
- **Sometimes** (Past OR Present OR Future)



In this exercise students practise simple sentence structuring.

Any of the Imagidice topics could be used in this exercise and this exercise could be used as a part of their current studies as useful revision.

The structure to be used is your decision so this exercise can be used many times and at many stages of your students' learning. Each time you revisit this exercise you might like to give your students an example of the structure to be used. There is space allowed on their worksheet for them to write your examples.

Example

Below are some examples of how the same topic can be set in a variety of structures. In these examples the Imagidice 'Hobbies' topic is used.

Please note that these are only examples and are by no means exhaustive.

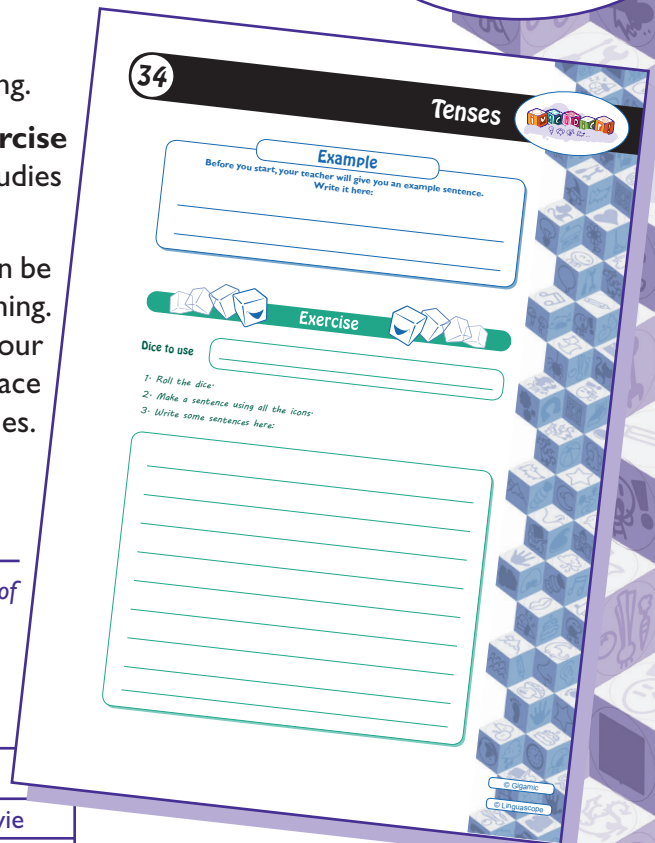
Present Tense	Past Tense	Future Tense
I watch a movie	I watched a movie	I will watch a movie
I am reading a book	You were reading a book	You are going to read a book
He doesn't like cooking	He didn't like cooking	He won't like cooking
Do you like tinkering	Did you like tinkering	Will you like tinkering tomorrow?
She never listens to music	She never listened to music	She is never going to listen to music

Exercise

1. Students roll the die.
2. They should create a sentence using the pictures they can see.
3. There is space on the students' worksheets for them to write some sentences.

Extension

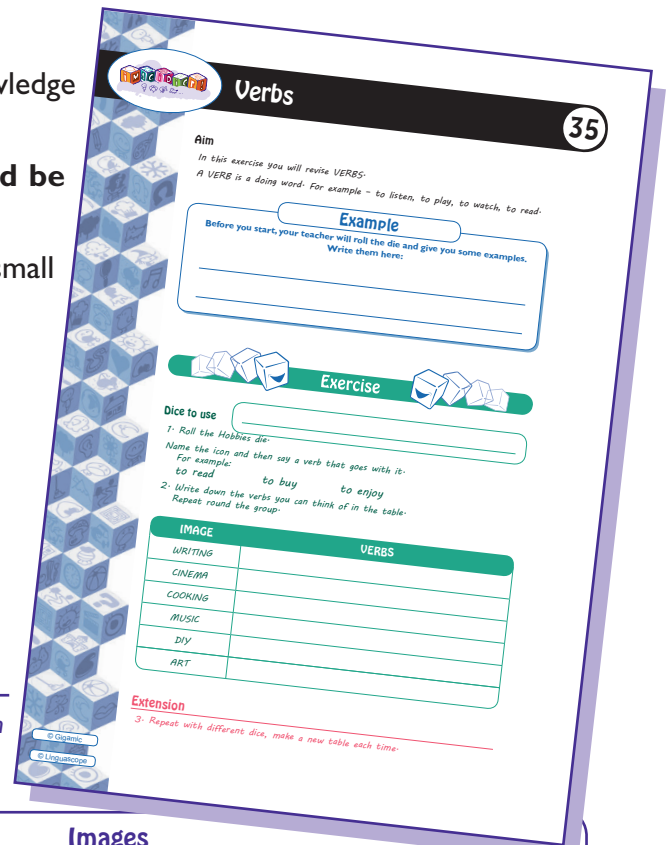
Give students 2 or more dice for longer, more difficult sentences.



In this exercise students revise their knowledge of verbs.

The Imagicdice Hobbies topic should be used for this exercise.

Students can work alone, in pairs or in small groups.



Example

Below are some examples of verbs that go with each image. This list is by no means exhaustive.

		Images					
		Pen	Cooking	Movie	Art	DIY	Music
Verbs	Write	Write	Cook	Watch	Draw	Tinker	Listen
	Buy	Buy	Cut	be moved	Dance	Knit	Hear
	Sell	Sell	Mix	Act	Sculpt	Create	Play
	Borrow	Borrow	Blend	Listen	Admire	Craft	Buy
	Lend	Lend	Boil	Buy	Listen	Fix	Download
	Lose	Lose	Heat up	Sell	Like	Glue	Record
	Chew	Chew	Peel	Sit	Dislike	Imagine	Conduct
	Read	Read	Enjoy	Produce	Paint	Design	Read
	Sign	Sign	Love	Film	Create	Sew	Write
	Sharpen	Sharpen	Hate	Direct	Compose	Develop	Compose

Exercise

- Students roll a single Hobbies die and try to think of a verb that goes with the image they see. Go through the given example on the worksheet so the students understand what is required.
- Students write down as many verbs as they can think of for each image in the grid provide on their worksheet.

You could reward the student who thinks of the most verbs.

Extension

Give students' different dice and repeat this exercise. Make a new table each time.



In this exercise students practise vocabulary they have learned as single words or in sentences.


Any of the Imagidice topics can be used.

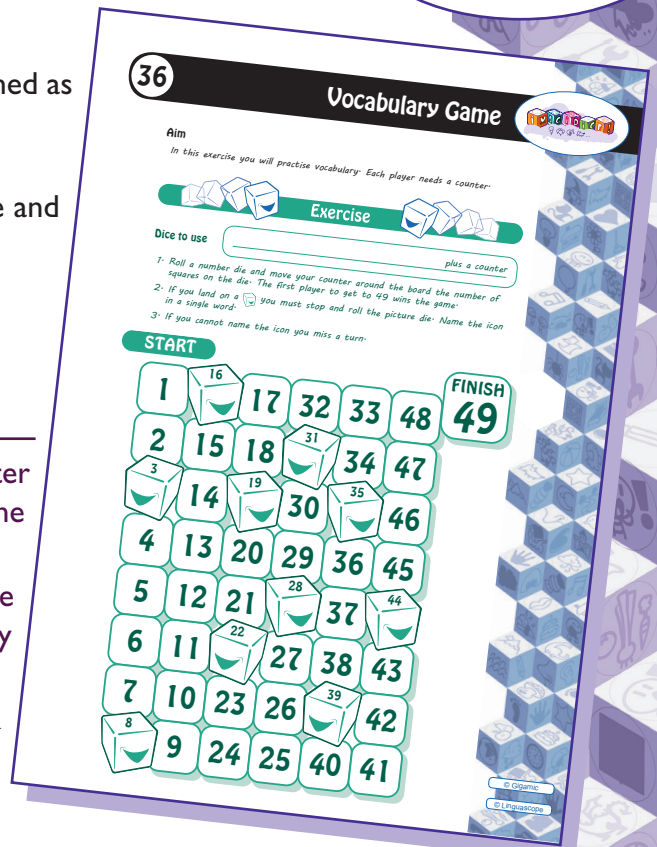
In addition to Imagidice players will also need a number die and counters for this game.

Students should work in pairs or groups.

A simple gaming board is provided for this exercise.

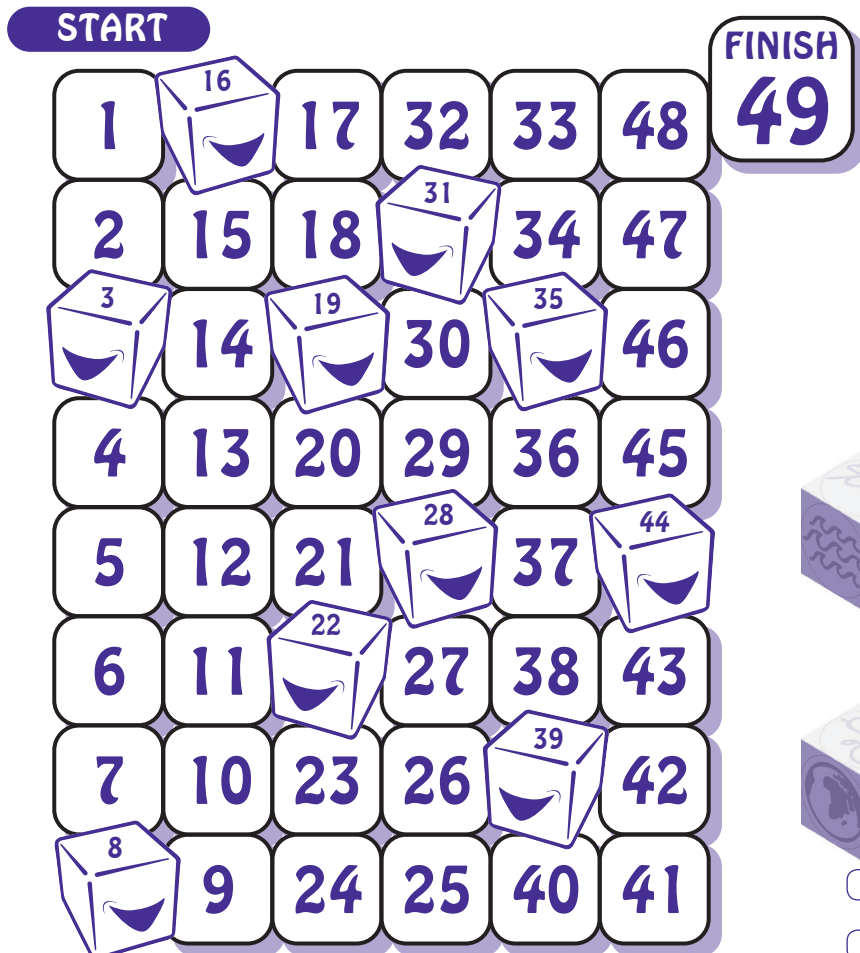
Exercise

- Each player rolls the number die and moves their counter around the board the number of squares shown on the die. The first player to land on 49 wins the game.
 - Each time players land on a  they should stop, roll the picture die and say a sentence relating to the picture they see.
- To increase the number of times each player speaks ask students to roll a picture die every time they have a turn.
- They should miss a go if they cannot say a sentence.
- Keep the board for other exercises too.



Extension

Ask students to make their own board games. These can be swapped with other groups and kept for future use.



In this exercise students practise vocabulary through simple picture recognition.

Any of the Imagicdice topics are suitable. Choose either a current topic or a previously learned topic needing revision.

You will need **one picture die** and **one number die**, for point scoring.

Students can work alone or compete against each other in pairs or groups.

Exercise

- In turn students take one number die and one picture die and roll them together and at the same time.
- If they can name the picture die they can see, they score the number of points on the number die.
- A grid is provided on the students' worksheet to record the points they score.
- There is space provided on the worksheet for students to record the words. This is useful spelling practise.

Vocabulary Practice 37

Aim
In this exercise you are going to practise vocabulary.

Exercise

Dice to use _____

- Roll 1 number die and 1 picture die together.
- If you can name the icon you see, you get the number of points on the number die.
- Write the points you score in the table.

POINTS SCORED	Roll	Roll	Roll	Roll	Roll	Roll	Roll	Roll	Roll	Roll	Roll	TOTAL
	1	2	3	4	5	6	7	8	9	10	11	

4. Now, write the words down to practise your spelling.

Roll 1. _____ Roll 2. _____

Roll 3. _____ Roll 4. _____

Roll 5. _____ Roll 6. _____

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In this exercise students practise using prepositions to describe where something is in relation to something else.

See also activity 16, 'My Room'.

Most Imagidice topics are suitable for this exercise.

Students can work alone, in pairs or in small groups.

You may like to give students some prepositions to focus on in this activity. Space is provided on their worksheets for them to write those down.

Example

You will have your own list of prepositions but we have included a number of suggestions with possible topic combinations to help you.

Image	Image	Preposition	Suggestion
Cat	Bed	behind	The cat is <i>behind</i> the bed .
Pen	Dog	under	The pen is <i>under</i> the dog .
Ball	Sweets	next to	The ball is <i>next to</i> the sweets .
Bird	House	in	The bird is <i>in</i> the House .
Flower	Car	on	The flower is <i>on</i> the car .
Home	Castle	opposite	My home is <i>opposite</i> the castle .

Below are all these examples incorporated into one paragraph. See **Extension** activity below

I found my **cat** **behind** the **bed** before I went to swimming pool. I wanted to write a note to my mother but the **pen** was **under** the **dog**. After **football lesson** I wanted **sweets** and luckily the sweets shop was **next to** the football stadium. A **bird** was **in** the **house** so I went outside because I was scared. When I got home opposite to the castle, I forgot my **flower** on my car.

Exercise

1. Students roll 2 dice.
2. They then build simple sentences using prepositions.
3. Students should attempt to make extended sentences using many prepositions.
4. There is space on the students' worksheets for them to write sentences.

Extension

Give your students as many dice with familiar vocabulary as you can.

The dice are rolled together. They are to construct a paragraph using as many of the images as they can.

You could reward the best sentence. This can also be done in a large group where students take one die each and construct a paragraph between them. This is an excellent way to develop group dynamics and is less threatening to lower ability students.

38 Where is it? - Prepositions of place 2

Aim
In this exercise you will practise saying words which tell you where things are. There words are called **PREPOSITIONS** of place.
For example: *above, below, in, on, under, beside, on top of, over*
Your teacher will tell you which prepositions you will need to use in this exercise.
Write them here:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____

Example
Before you start, your teacher will roll the dice and give you some examples.
Write them here:

Exercise

Dice to use _____

1. Roll the dice.
2. Make a sentence about the icons with one or more prepositions.
3. Try and create the longest sentence you can with as many prepositions as you can.
4. How many prepositions did you use? Write down your sentences here.

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In this exercise students use their imagination to create a new identity for themselves.

Select any of the core Imagidice topics suggested below and then add other topics depending on age and ability of your group.

Core topics for this activity:

- **Animals**
- **Hobbies**
- **History**
- **Food**
- **Places**
- **Fantastic**

Students should work in pairs or groups

Example

In the example below you can see the dice rolled and how a student might create his new identity:

Image	New Identity
	He has a horse
	He lives in a castle
	The castle is in a forest
	He is a cook

These are the core details. From here your student should add more details from his own imagination. For example, his name, the name of his horse, where he lives and works and so on.

He might also add the following if he were given more dice:

Topic / Image	New Identity
	He has just made a cake
	There is a ghost in the castle
	He got lost in a maze
	But solve the enigma
	He is a character of a movie

Exercise

- Students roll the dice they have been given making sure they do not show the dice to the other members of the group.
- Using the pictures in front of them students create a new identity for themselves.
- The rest of the group have 1 minute to find out as much information about this new identity as possible. They can ask as many questions as they are able. Remember there are no right or wrong answers so students can really let their imaginations fly.
- All questions should be answered in full and should not be answered with a simple 'Yes' or 'No'. Students should also avoid 'I don't know'. If they are asked a question that they are not sure how to answer they should use their imagination to decide how the character they have invented would have answered it and try again.
- After one minute the dice are passed to the next player in the group and so on until everyone in the group has had a turn.

Extension

Working in pairs, one student answers questions posed by the group about his/her partner.

Who am I? 39

Aim
In this exercise you will make up a new identity for yourself.

Example
Before you start, your teacher will roll the dice and give you an example. How much information can you find out about your teacher's new identity in only one minute?

Exercise

Dice to use

- Roll all the dice. DO NOT SHOW YOUR GROUP THE ICONS ON THE DICE TO THE OTHER MEMBERS OF YOUR GROUP.
- Use the icons on the dice to make up a new identity for yourself.
- Your group has 1 minute to find out as much information about you by asking questions.
- You must not answer ONLY 'Yes', 'No' or 'I don't know'. You must answer in full sentences.
- After 1 minute pass the dice to the next player in the group.

Extension
Play with a partner. Answer the questions from the rest of the group about him/her.

In this exercise students are helped to create interesting and creative stories using a very simple writing frame.

Any of the Imagidice topics are suitable.

Ensure that students are familiar with the vocabulary in each case.

We recommend using 4 different picture dice.

The task that is then set should be appropriate to the age and ability of your students.

Students can work alone, in pairs or in small groups.

Example

Below are examples of how the same picture may be used by students of differing ability.



I write with a pencil



The boy must sharpen his pencil before he begins drawing



I gave a packet of pencils to my niece for her birthday. She was really pleased as she loves art and enjoys drawing.

Exercise

1. Students roll the dice and either draw or name the images in the boxes on their worksheet.
2. Next to each box are lines for them to write a story. They can write about anything they like but the story must relate to the pictures in the boxes.
3. Students should tell their story to the rest of the group.

If you are working with low ability students you may wish to ask them to write a single sentence or even a single word. More able students may be required to write full paragraphs.

Extension

This writing frame can also be used for letter writing, each picture being the theme for a new paragraph.



Notes



Notes



Aim

In this exercise you are going to write a poem using the same sound at the beginning of different words. This is called **ALLITERATION**.

Here is an example. Underline the alliteration.

Example

I read a boring, big, black, book.
 I met a daft, dopey, dripping, dog.
 We had a super, sunny, September, Sunday.
 I am cooking a creation : a carrot cake.
 Nancy Norman's nice nose

Check your answer with your teacher.

Exercise

Dice to use

1. Roll the 4 dice.

2. What are the icons on the dice? Write them here:

1.

2.

3.

4.

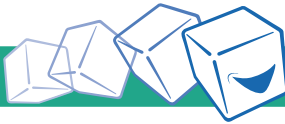
3. Circle the first letter of each word above.

4. Write your own poem on the lines below. On each line you must name one of the icons on the dice and use alliteration.



Aim

In this exercise you will put words in alphabetical order.
You will need a stopwatch to time the exercise.



Exercise



Dice to use

1. Roll all the dice together. Start the stopwatch.
2. Which letter of the alphabet does each icon begin with?
Say the letters to your partner.
3. Your partner must put the dice in alphabetical order.
4. Stop the stopwatch. How long did it take?
Write your partner's time in the table below.
5. Repeat the exercise but this time your partner says the letters to you.
6. What was your time?
Write it in the table. Were you quicker or slower than your partner?

Repeat the whole exercise several times.
What was your fastest time?
Who had the fastest time?

My Partner's Times

1.

2.

3.

4.

5.

6.

My Times

1.

2.

3.

4.

5.

6.

Aim

In this exercise you will practise joining sentences using 'and' & 'but'

Example

Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use

1. Roll 3 dice together.
2. Make a sentence joining the 3 icons using 'and' & 'but'.
3. Write your own sentences here:

a.

b.

c.



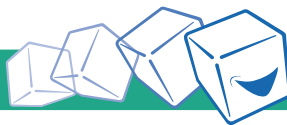
Aim

In this exercise you are going to associate words or phrases that link together associated words

For example: sun - hot swimming - wet bus - passenger

Example

Before you start, your teacher will roll the dice and give you some examples.
Write them here:



Exercise



Dice to use

- A** Work in groups. Each player has 2 lives.
1. Roll a die and think of a word associated with the icon.
 2. The next person thinks of a word linked to your associated word
 3. Continue round the group until someone gets stuck and loses a life.
 4. When you lose both your lives you are 'out'.
- B** 1. Roll either a single die 6 times or 6 different dice once.
2. Write down the icons you see and associated words in the table below.

Picture	Associated Word
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Aim

In this exercise you will join sentences using the word 'because'.

Example

**Before you start, your teacher will roll the dice and give you an example.
Write it here:**

Exercise

Dice to use

1. Roll the dice.
2. Make a sentence. Join the icons using 'because'.
3. Write your own sentences here:

a.

b.

c.

6

Comparing Things 1 - Comparatives



Aim

In this exercise you will use words to compare 2 or more things. These are called **COMPARATIVES**.

For example: *hotter, bigger, slower, faster, more interesting, more beautiful*

Your teacher will tell you which comparatives to use in this exercise. Write them here:

1.

2.

3.

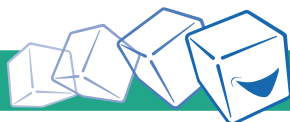
4.

5.

6.

Example

Before you start, your teacher will roll the dice and give you some examples. Write them here:



Exercise



Dice to use

1. Roll 1 die twice and make sentences using comparatives.
2. Roll 2 dice and make sentences using comparatives.
3. Write your own sentences here:

a.

b.

c.

Aim

In this exercise you will compare things under 3 categories:

- bigger
- smaller
- more valuable

These are called comparatives.

Example

Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use

1. Each person rolls one die. Write the name of the icon you rolled in the table below, where it says 'My icon is:'
2. Ask others in your group what they rolled.
3. Look at your icon and name someone who:
 - a) has rolled something **BIGGER** than yours
 - b) has rolled something **SMALLER** than yours
 - c) has rolled something **MORE VALUABLE** than yours
4. Write your results in the table below.

My icon is :

Bigger		Smaller		More Valuable	
NAME	ICON	NAME	ICON	NAME	ICON

8

Connecting Ideas - Conjunctions

**Aim**

In this exercise you will find words which connect your ideas together. These words are called **CONJUNCTIONS**.

For example: *and, but, or, because, if, and when.*

Your teacher will tell you which conjunctions you are to use in this exercise. Write them here:

1.

2.

3.

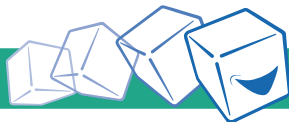
4.

5.

6.

Example

Before you start, your teacher will roll the dice and give you an example. Write it here:

**Exercise****Dice to use**

1. Roll the dice.
2. Make sentences connecting the icons you see using one of the conjunctions your teacher gave you.
3. Write some of your own sentences here:

a.

b.

c.

Aim

In this exercise you will find words which connect your ideas together. These words are called **CONJUNCTIONS**.

Example

Before you start, your teacher will roll the dice and give you some examples. Write them here:

Exercise

Dice to use

- Roll the die and look at the icon.
- How many **ADJECTIVES** can you think of to describe what you can see?
- Write them here:

1.	2.
3.	4.
5.	6.
7.	8.

- Roll the die again and again until you have used all the icons: add the new adjectives to your list.
- Now roll the die and make a sentence using an **ADJECTIVE** from your list above to describe what you can see.
(If you think of a new adjective add it to your list.)

Aim

In this exercise you will use words that show feelings.
These are called 'feeling' words.

For example: an **ANGRY** dog
a **FRIGHTENING** storm

Think of as many 'feeling' words as you can.
Write them here:

1.

2.

3.

4.

5.

6.

Example

Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise**Dice to use**

1. Roll 1 die
2. Make a sentence with the icon using a 'feeling' word from your list
3. Every time you think of a new 'feeling' word add it to your list.

Aim

In this exercise you will be practising vocabulary.

Your teacher will give you a picture die. Name all the icons you can see.

Write them here. Ask your teacher to help you.

1.

2.

3.

4.

5.

6.

Example

Before you start, your teacher will roll the die first and show you how the exercise works. Did you guess the icon?

Exercise

Dice to use

- A**
1. Roll your die.
 2. Describe your icon but do not tell the group what it is.
 3. The group must guess what the icon is. 1. Roll either a single die 6 times or 6 different dice once.
- B**
1. Roll your die.
 2. The group must ask questions to find out what your icon is.
 3. You can only answer 'yes' or 'no'



Aim

In this exercise you are going to practise building sentences using a specific number of words.

Example

Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use _____

1. Take 1 or 2 number dice and 1 picture die and roll them.
2. What is the icon on the picture die and what numbers are on the number dice?
3. Make a sentence with the icon you see. The sentence must contain the number of words that are shown on the number die/dice.
4. If you make a sentence, with the right number of words, you get the number of points on the number die/dice.
5. If you roll a 1 on the number die you must say an associated word. (Ask your teacher to explain associated words).
6. Write down the results in the table.

ICON	NUMBER	SENTENCE



Aim

*In this exercise you will test your memory.
One person in the group is the group leader.*



Exercise



Dice to use

1. Choose a group leader.
 2. The group leader rolls all the dice.
 3. The other players look at the dice and try to remember them while the group leader counts from 10 to 0.
 4. When the group leader reaches 0, he/she covers the dice.
 5. The players have 10 seconds to name the icons they remember.
 6. Score 1 point for each answer. Write the score next to each player's name.
The group leader scores 1 point for every icon the players don't remember.
- Pass the dice to the next player, who is then the group leader, and continue.

Game 1

PLAYER	POINTS
1.	
2.	
3.	
4.	
5.	
Group Leader	

Game 2

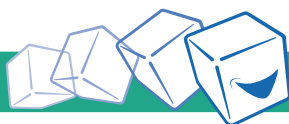
PLAYER	POINTS
1.	
2.	
3.	
4.	
5.	
Group Leader	

Aim

In this exercise you will practise talking about the past and test your memory.

Each person in the group takes a different die.

Decide who will start the game.

**Exercise****Dice to use**

1. Player 1

Roll a die.

- Start a sentence with:
'I WENT SHOPPING AND I BOUGHT.....'(Name of icon on your die)'

2. Player 2

Roll a die.

- Start a sentence with:
'I WENT SHOPPING AND I BOUGHT.....'(Name of icon on your die)' AND
- say the icon named by Player 1.)'

3. Player 3

Roll a die.

- Start a sentence with:
'I WENT SHOPPING AND I BOUGHT.....'(Name of icon on your die)' AND
- say the icon named by player 2 AND
- say the icon named by Player 1.

Continue round the group. If someone rolls the same icon twice he/she must think of an associated word.

Anyone who makes a mistake is out of the game. The winner is the last person to make a sentence.

Aim

In this exercise you will make sentences with 'if' & 'will'.

Example

IF it rains, I **WILL** watch the television.
He WILL make a cup of tea, **IF** you clear the table.

Before you start, your teacher will roll the dice and give you some examples.
 Write them here:



Exercise



Dice to use

1. Roll 2 dice and make a sentence using 'IF' and 'WILL'.
2. Work in pairs. Take one die each.
 Partner A says the 'if' part of the sentence.
 Partner B says the 'will' part of the sentence.
3. Write your own sentences here:

1.

2.

3.

Aim

In this exercise you will use words to say where things are.
These words are called **PREPOSITIONS** of place.

Your teacher will tell you the prepositions you will use in this exercise.

Write them here:

1.

2.

3.

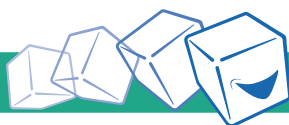
4.

5.

6.

Example

Before you start, your teacher will roll the dice and give you an example.

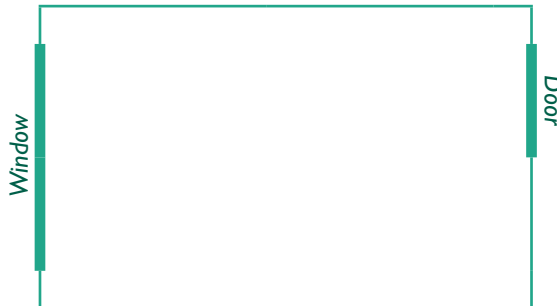
**Exercise****Dice to use**

Play with a partner. Imagine **PLAN A** is a bedroom.

1. Roll the 3 dice.
2. Draw the icons you see on your dice onto **PLAN A**.
3. Do not show your partner your plan.
4. Use prepositions to tell your partner where everything is in your room.
5. Your partner listens and draws everything on his **PLAN A**.
6. Now show your partner your plan and see if he/she is right.
7. Repeat. This time your partner will describe **PLAN B** to you.

Plan A

Window

**Plan B**

Aim

This game will help you practise:

- a. Vocabulary
- b. Sentence Structures

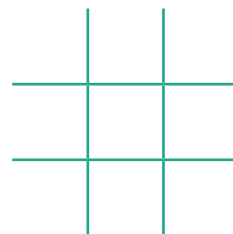
Your teacher will tell you whether you are to complete activity a. or b.

Exercise

Dice to use

Play with a partner

1. Start the game by drawing a grid like this:
2. The first player is known as X and the second is O.



3. Player X

Roll a die.

- a. If you name the icon on the die, put an X on the grid... OR
- b. If you make a sentence using the icon on the die put an X on the grid.

If not, you miss a turn.

3. Player O

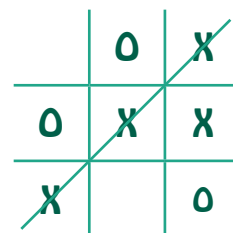
Roll a die.

- a. If you name the icon on the die put an O on the grid... OR
- b. If you make a sentence using the icon on the die put an O on the grid.

If not, you miss a turn.

You win if you get three in a row

5. If no one has three in a row, try again!



Aim

In this exercise you will look for the 'odd one out' and give reasons.

**Exercise****Dice to use**

1. Roll the dice.
2. Which icon is the odd one out?
3. Explain why to the rest of the group.

Example

If you roll:

Sun

Ball

Pirate

Cake

You could say:

"The cake is the odd one out, because I cannot eat the other things."

Aim

In this exercise you will be using words to describe things and then finding **OPPOSITES**.

Example

Before you start, your teacher will roll the dice and give you some examples. Write them here:

Adjective	Opposite

Exercise

Dice to use

Play with a partner

1. Roll a die and make a sentence using an **ADJECTIVE** to describe what you see.
2. Your partner will listen to what you say. He/She will then say the same sentence but use an **opposite ADJECTIVE**.
3. Repeat the exercise several times.
Every time you use a new adjective and its opposite, add it to your list above.

Aim

In this exercise you will make sentences with:

- I
- You
- He/She/it
- We
- They

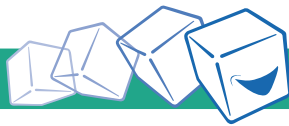
These are called **PRONOUNS**

Before you begin:

- Each student will make a sentence using different pronouns and including the picture(s) of the die/dice.
- First one will begin with a sentence using *I*, the next one will repeat the sentence using *You*, the next one using *He/She* or *It* ...

Example

Before you start, your teacher will roll the dice and give you some examples.
Write them here:



Exercise

**Dice to use**

1. Roll the dice and make a sentence starting with a **PRONOUN**.
2. Write your own sentences here:

1.

2.

2.

Aim

In this exercise you will practise questions and find answers.

Example

Before you start, your teacher will roll the dice and give you some examples.
Write them here:

Exercise

Dice to use

1. Roll the die.
2. Ask questions using the icon you see.
3. Your partner will answer your questions.
4. Now, your partner will ask questions and you answer. Make sure you answer with full sentences, not only 'YES' or 'NO'.
5. Write some questions and answers here.

a.

b.

c.

Aim

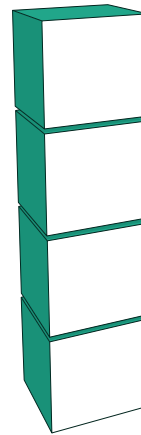
In this exercise you will practise questions and answers in a guessing game.

Example

**Before you start, your teacher will roll the dice and give you an example.
Write it here:**

Exercise**Dice to use**

1. Roll all the dice.
Put the dice one on top of the other into a tower.
Each person should look at one side of the tower.



2. Try to guess the other players' icons by asking questions. Use your own icon to help you think up questions.

Now, other players will ask you questions, until they guess your icons.

REMEMBER!

When you are asked questions, answer in full sentences!

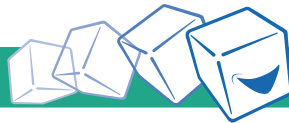
Aim

In this exercise you will practise questions and answers in a guessing game.

Your teacher will give you a die.

Write down the names of the icons on your die below. But don't show them to the others.

1.	1.
1.	1.
1.	1.



Exercise



Dice to use

1. Roll the die and look at the icon in front of you. Do not show it to the group.
2. The group will guess what the icon is by asking you questions.
3. You can only answer 'Yes' or 'No'.
4. When the other players guess the icon, give the die to someone else to roll.



Aim

In this exercise you will find partners and practise giving reasons.

Example

Before you start, your teacher will roll the dice and give you an example.
Write it here:

Exercise

Dice to use

1. Roll 1 die. What is your icon? Write it here:

My icon is

2. Ask others what icons they have. Do the 2 icons go together? If they do, you are partners
3. Why are you partners? Give a reason.
4. Find all your partners in the group.
5. Write your name and icon and the names of all your partners and their icons in the table below.

NAME	ICON

NAME	ICON

6. Tell the rest of the group who your partners are and why.



Aim

In this exercise you will practise saying what someone said.

This is REPORTED SPEECH.

Example

**Before you start, your teacher will give you some examples.
Write them here:**

Exercise

Dice to use

1. *Your teacher will give you a photograph. Answer these questions:*
 - a) *What can you see in the photograph?*
 - b) *Who is the person?*
 - c) *What is he/she doing and why?*
2. *You are going to interview the person in the photograph, so you must ask him/her some questions. Write them here:*

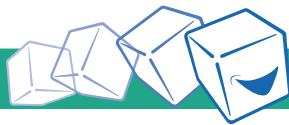
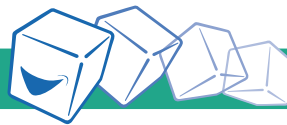
3. *Roll the dice.*
4. *Using the icons for ideas, decide how the person in the photograph answered your questions.*
5. *Present your interview to the rest of the group.*

Aim

In this exercise you will create a short play.

Example

Before you start, your teacher will roll the dice and give you an example for a play and its parts.

**Exercise****Dice to use**

1. Roll all the dice together.
2. In the box below write down the icons that came up.
3. Create a play using the icons on your dice.
4. Perform your play to the other groups. They must guess the icons you had.
5. When you are watching other groups' plays, guess which icons they had on their dice and write your guesses in the box below.

Group Number	Icons on Dice
GROUP 1	
GROUP 2	
GROUP 3	
GROUP 4	
GROUP 5	
GROUP 6	

How many did you get right?

Aim

In this exercise you are going to practise building sentences.

Example

Before you start, your teacher will roll the dice and give you an example sentence. Write it here:

Exercise

Dice to use

- Roll 1 number die and 1 picture die.
- Make a sentence using the icon on the picture die. If your sentence is right, you get the number of points on the number die. Use the table below to write the points everyone gets in 6 rolls of the die.

Names	Points Scored / Roll					
	1	2	3	4	5	6

- Write four sentences below:

a. _____

b. _____

c. _____

d. _____



Aim

In this exercise you will practise making sentences.

You need a counter, a number die and a picture die



FINISH
49

48

STOP

46

32

33

45

STOP

Dice to use

_____ plus a counter

- Roll the number die and move your counter the number of squares on the die.
The first player to get to 49 wins the game
- If you land on a **STOP** you must **STOP** and **ROLL THE PICTURE DIE**. Make a sentence using the icon on the die.
- MISS A GO IF YOU CANNOT MAKE A SENTENCE**

START

1

22

30

34

44

2

21

STOP

29

STOP

STOP

STOP

20

24

STOP

36

42

4

STOP

25

27

37

41

5

18

26

STOP

40

STOP

17

STOP

15

14

39

7

13

8

STOP

10

11

STOP

Aim

In this exercise you will use words to compare one thing with other things in its group. These words are called *SUPERLATIVES*.

Example

Before you start, your teacher will roll the die and give you some examples.
Write them here:

Exercise

Dice to use

1. Each person in the group rolls the same die.
2. Compare the icons.
3. Each person makes up a superlative sentence by comparing the icons.
Make notes in the table below.

	Picture 2	SUPERLATIVE	Picture 2	SUPERLATIVE	Picture 3	SUPERLATIVE	Picture 4	SUPERLATIVE
1.								
2.								
3.								
4.								
5.								
6.								

Extension

Use a combination of different dice and compare things between different categories.

For example, if you roll:

CAT CASTLE RAIN CINEMA

You could say:

The cat is the *SOFTTEST*

The castle is the *BIGGEST*

The rain is the *WETTEST*

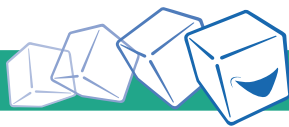
The cinema is the *MOST TECHNICAL*

Aim

In this exercise you will write lyrics to a well known song.

Example

Before you start, your teacher will roll the dice and make up some words as an example:

**Exercise****Dice to use**

1. Your teacher will play some music. Listen carefully.
2. Roll all the dice. In the box below write down which icons come up.

Icons on Dice

1.	
2.	
3.	
4.	

3. Now think of new words to the song using your icons. But first listen to an example from your teacher.
4. Now, write your song words here:

5. Give your song a title and write it here: _____

6. Now sing your song for the rest of the class!

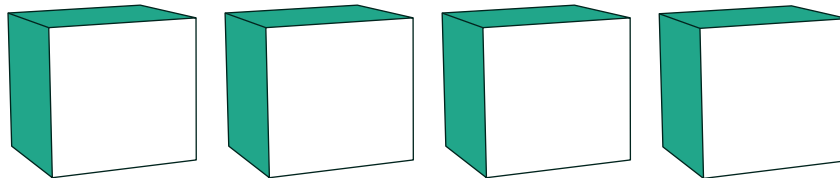
Aim

In this exercise each member of your group is going to tell a story using the same 4 pictures but in a different order.

Exercise

Dice to use

1. *Decide who is going to begin*
2. *Roll all the dice once and at the same time.*
3. *Place the dice side by side*



4. *Tell a story using the icons - read from left to right.*
5. *Change the order of the dice and give them to the person on your left.*
6. *Tell a story using the same icons as player 1 but in the new order reading from left to right.*

BE CAREFUL! DON'T SAY ANYTHING THAT SOMEONE ELSE HAS SAID.

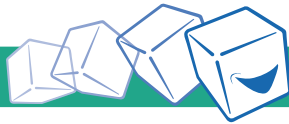
7. *Now, change the order of the dice and pass them to your left.*
- If working in pairs have at least 3 turns each.*

Aim

In this exercise you will tell a story in a group.

See how imaginative you can be and how many times you can go around the group before you run out of ideas.

Your teacher will give you a phrase to start the story. Write it here:

**Exercise****Dice to use**

1. *Decide who will start.*
2. *The first person rolls a die and makes a sentence about the icon.*
3. *The next person then rolls a die and makes a sentence about the icon, linked to the last sentence.*
4. *Continue the story around the group. Everyone's sentences must link together to tell a story.*

Aim

In this exercise you will tell a story.

Example

**Before you start, your teacher will roll the dice and give an example story.
Write it here:**

Exercise

Dice to use

1. Roll all the dice together.
2. Tell a short story using the icons you see.
3. Here are some words to help you start your story:

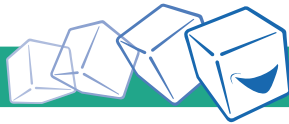
- Tomorrow...
- Yesterday...
- This morning...
- Sometimes...

Now, write your own ideas about how to start.

My ideas:

Example

Before you start, your teacher will give you an example sentence.
Write it here:



Exercise



Dice to use

1. Roll the dice.
2. Make a sentence using all the icons.
3. Write some sentences here:

Aim

In this exercise you will revise VERBS.

A VERB is a doing word. For example - to listen, to play, to watch, to read.

Example

Before you start, your teacher will roll the die and give you some examples.
Write them here:

Exercise

Dice to use

1. Roll the Hobbies die.

Name the icon and then say a verb that goes with it.

For example:

to read to buy to enjoy

2. Write down the verbs you can think of in the table.

Repeat round the group.

IMAGE	VERBS
WRITING	
CINEMA	
COOKING	
MUSIC	
DIY	
ART	

Extension

3. Repeat with different dice, make a new table each time.




Aim

In this exercise you will practise vocabulary. Each player needs a counter.

Exercise

Dice to use _____ *plus a counter*

1. Roll a number die and move your counter around the board the number of squares on the die. The first player to get to 49 wins the game.
2. If you land on a  you must stop and roll the picture die. Name the icon in a single word.
3. If you cannot name the icon you miss a turn.

START

FINISH
49

1	16	17	32	33	48
2	15	18	31	34	47
3	14	19	30	35	46
4	13	20	29	36	45
5	12	21	28	37	44
6	11	22	27	38	43
7	10	23	26	39	42
8	9	24	25	40	41



Aim

In this exercise you are going to practise vocabulary.

Exercise

Dice to use

1. Roll 1 number die and 1 picture die together.
2. If you can name the icon you see, you get the number of points on the number die.
3. Write the points you score in the table.

	Roll 1	Roll 2	Roll 3	Roll 4	Roll 5	Roll 6	Roll 7	Roll 8	Roll 9	Roll 10	Roll 11	Roll 12	TOTAL
POINTS SCORED													

4. Now, write the words down to practise your spelling.

Roll 1.	Roll 2.
Roll 3.	Roll 4.
Roll 5.	Roll 6.

**Aim**

In this exercise you will practise saying words which tell you where things are.

These words are called **PREPOSITIONS** of place.

For example: *above, below, in, on, under, beside, on top of, over*

Your teacher will tell you which prepositions you will need to use in this exercise.
Write them here:

1.

2.

3.

4.

5.

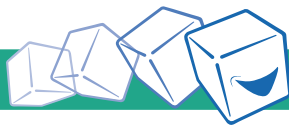
6.

7.

8.

Example

Before you start, your teacher will roll the dice and give you some examples.
Write them here:

**Exercise****Dice to use**

1. Roll the dice.
2. Make a sentence about the icons with one or more prepositions.
3. Try and create the longest sentence you can with as many prepositions as you can.
4. How many prepositions did you use? Write down your sentences here:

Aim

In this exercise you will make up a new identity for yourself

Example

**Before you start, your teacher will roll the dice and give you an example.
How much information can you find out about your teacher's new identity in only one minute?**

Exercise

Dice to use

1. Roll all the dice.
DO NOT SHOW THE ICONS ON THE DICE TO THE OTHER MEMBERS OF YOUR GROUP.
2. Use the icons on the dice to make up a new identity for yourself.
3. Your group has 1 minute to find out as much information about you by asking questions.
4. You must not answer **ONLY** 'Yes', 'No' or 'I don't know'. You must answer in full sentences.
5. After 1 minute pass the dice to the next player in the group.

Extension

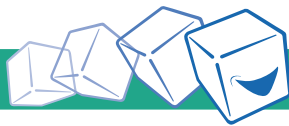
Play with a partner. Answer the questions from the rest of the group about him/her.

Aim

In this exercise you will write a short story and tell it to the group.

Example

Before you start, your teacher will roll the dice and make up some words as an example:

**Exercise****Dice to use**

1. Roll the 4 dice and draw or name the icons in the boxes below.
2. Next to each box are lines for you to write your story. You can write anything you want about the icons but you must connect each sentence to make a story.

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3. Tell your story to the rest of the group

iMAGiDiCE!

Worksheets



The ideal resource to learn a language

The Imagidice Teacher's Notes & Student Worksheets offers ideas for 40 motivating activities to make the most of the dice in the classroom.

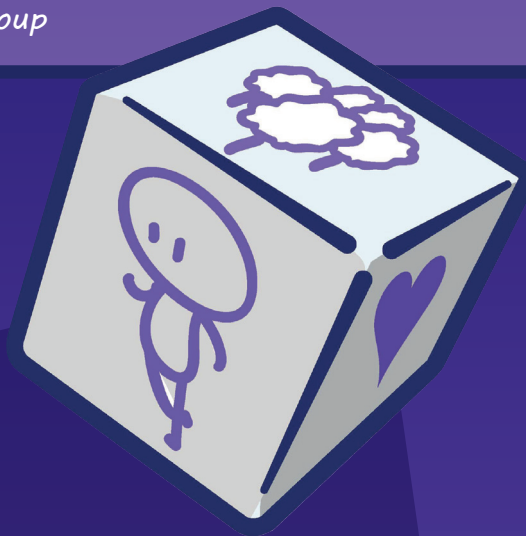
Alliteration, comparatives, adjectives, sentence building, tenses, verbs...

All the activities are designed to enable students to work with minimal teacher input and the book provides you with plenty of examples to help get your students started.

Whatever the age or ability of your students, from beginners to advanced, they will enjoy these lively, communicative activities.

Whether they work:

- on their own
- with a partner
- in a group



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