

1-5b

Sentences in a Hat



Another language I'd like to learn is ...

I think English grammar is ...

I find ...

depressing.

I'm frightened of ...

A country I'm interested in is ...

I think people from my country are ...

I'd like to try ...

food.

When I'm embarrassed, I ...

I find ...

very boring.

I would like to be more ...

I find ...

extremely relaxing.

When I'm worried I ...

Sentences in a Hat

Worksheet Progress Check

1-5b

NOTE: This activity is not linked to the activity on Worksheet Progress Check 1-5a.

ACTIVITY

Whole class: speaking

AIM

To complete unfinished sentences.

To pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS

Adjectives ending in *-ed* and *-ing*

Adjectives of nationality

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three to four students in the class and cut it up into 12 pieces as indicated. You will need a hat or a box for this activity (or two containers if there are 20 or more students in the class).

TIME

20 minutes

PROCEDURE

- Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
For example:
Another language I'd like to learn is Chinese.
I'm frightened of spiders.
- Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- Ask the students to spread out the pieces of paper, face down, and to take three each.
- Ask them to complete their three sentences in any way they like. (Refer to the examples in procedure point 1). They should not write their names or let the students next to them see what they are writing.

- The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.

- Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out loud.

For example:

Another language I'd like to learn is Chinese.

Elicit the question they will need to ask in order to find out who wrote the sentence:

Would you like to learn Chinese?

Ask several students the question until you find the person who wrote the sentence. Make it clear that even though students may answer *yes* to the question, they are looking for the person who wrote it, and may need to ask, "Did you write this sentence?"

- Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.
- They are now ready to go around the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it, and take another one from the hat.
- The students repeat the activity until there are no sentences left in the hat.
- Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.
- Ask the students to take turns reporting back to the class or group on what they found out during the activity.
For example:
Monica thinks English grammar is crazy.
Anastasia finds wet weather depressing.