

10

*Sentences in a hat*



**I like cooking...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like cooking...** \_\_\_\_\_  
\_\_\_\_\_

**I like listening to...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like listening to...** \_\_\_\_\_  
\_\_\_\_\_

**I like playing...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like playing...** \_\_\_\_\_  
\_\_\_\_\_

**I like watching...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like watching...** \_\_\_\_\_  
\_\_\_\_\_

**I like going to...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like going to...** \_\_\_\_\_  
\_\_\_\_\_

**I like eating...** \_\_\_\_\_  
\_\_\_\_\_

**I don't like eating...** \_\_\_\_\_  
\_\_\_\_\_

# Sentences in a hat

## Worksheet

10

### 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

Talking about likes and dislikes

### VOCABULARY

Everyday and leisure activities

### PREPARATION

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

### TIME

20 minutes

### PROCEDURE

- 1 Choose two of the unfinished sentences from the worksheet, one positive and one negative, and write them on the board. Elicit possible ways of completing the sentences.  
For example:  
*I like cooking cakes/at the weekend/for my friends.*  
*I don't like cooking octopus/on my birthday/for my mother-in-law.*
- 2 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.
- 3 Ask the students to spread out the pieces of paper, face down, and to take three each.
- 4 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.
- 5 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.
- 6 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.  
For example:  
*I don't like cooking octopus.*  
Elicit the question they will need to ask in order to find out who wrote the sentence. Make sure they know that the question is the same whether the sentence is positive or negative:  
*Do you like cooking octopus?*  
Ask several students the question until you find the person who wrote the sentence. Make it clear that even though someone may answer *yes* to the question, students are looking for the person who wrote it and may need to ask *Is this your sentence?*
- 7 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.
- 8 They are now ready to go round 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.
- 9 The students repeat the activity until there are no sentences left in the hat.
- 10 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.
- 11 Ask the students to take it in turns to report back to the class or group on what they found out during the activity.  
For example:  
*Yuko likes cooking for her friends.*  
*Paolo doesn't like listening to Italian music.*