

25-32a

# My Kind of People



I am attracted to people who

People who

get on my nerves.

is a person whose company I enjoy.

is a place where I can relax.

is something I couldn't live without.

I wish I were the sort of person who

is the time of day when I feel most  
awake.

is the time of year when I feel happiest.

is something that does me a world  
of good.

I particularly enjoy movies which

I'd be thrilled if I met someone who

I'd be furious if I saw someone who

# My Kind of People

## Worksheet Progress Check

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### ACTIVITY

Whole class: writing, speaking

### AIM

To write sentences about people, places, and times.  
To pick sentences out of a hat and find out who wrote them by asking questions.

### GRAMMAR AND FUNCTIONS

Defining relative clauses

*Who* for people, *which* or *that* for things

*Where* for places

*When* for times

### VOCABULARY

General

### PREPARATION

Make one copy of the worksheet for each group of three or 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

1. Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
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. *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 am attracted to people who make me laugh.*

Elicit the question they will need to ask in order to find out who wrote the sentence: *Are you attracted to people who make you laugh?* Make it clear that even though students may answer *yes* to the question, they are looking for the person who actually wrote the sentence. They may need to ask, *Did you write this sentence?* However, make sure that the students only ask this question after they have received a *yes* answer to their original question.

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 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.
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 turns reporting back to the class or group on what they found out during the activity. For example:

*People who eat while they're talking on the phone get on Maria's nerves.*