

## Have a Guess!

### Brief Description

The exercises proposed with this sequence of drawings depicting an everyday object support the improvement of communication and creativity skills and cooperative learning.

The teacher/tutor cuts the sheet above into pieces with one drawing each. He/she shows the class only the 1<sup>st</sup> drawing and asks learners to guess what the object is. If they don't find at once, the tutor/teacher shows the 2<sup>nd</sup> picture and asks again learners to guess what the object is. And so on till the last drawing or till the object is guessed.

In groups of 2 or 3:

The next tasks are to put the drawings into the right order of the drawing sequence, to fix the drawings in the right order on a pinned board or to stick them on a sheet of paper and to think and speak about

- a) What is the object?
- b) What is it made of?
- c) Is it still in use?
- d) How useful is it?
- e) Do you know similar objects? Are they very different from the one of the final picture?

Each group takes notes and prepares a short presentation of the answers. One or two learners per group present the results to the class.

### Materials

A sequence of drawings of an object. Copies to be cut into pieces. Scissors. Pin walls or empty sheets. Glue.

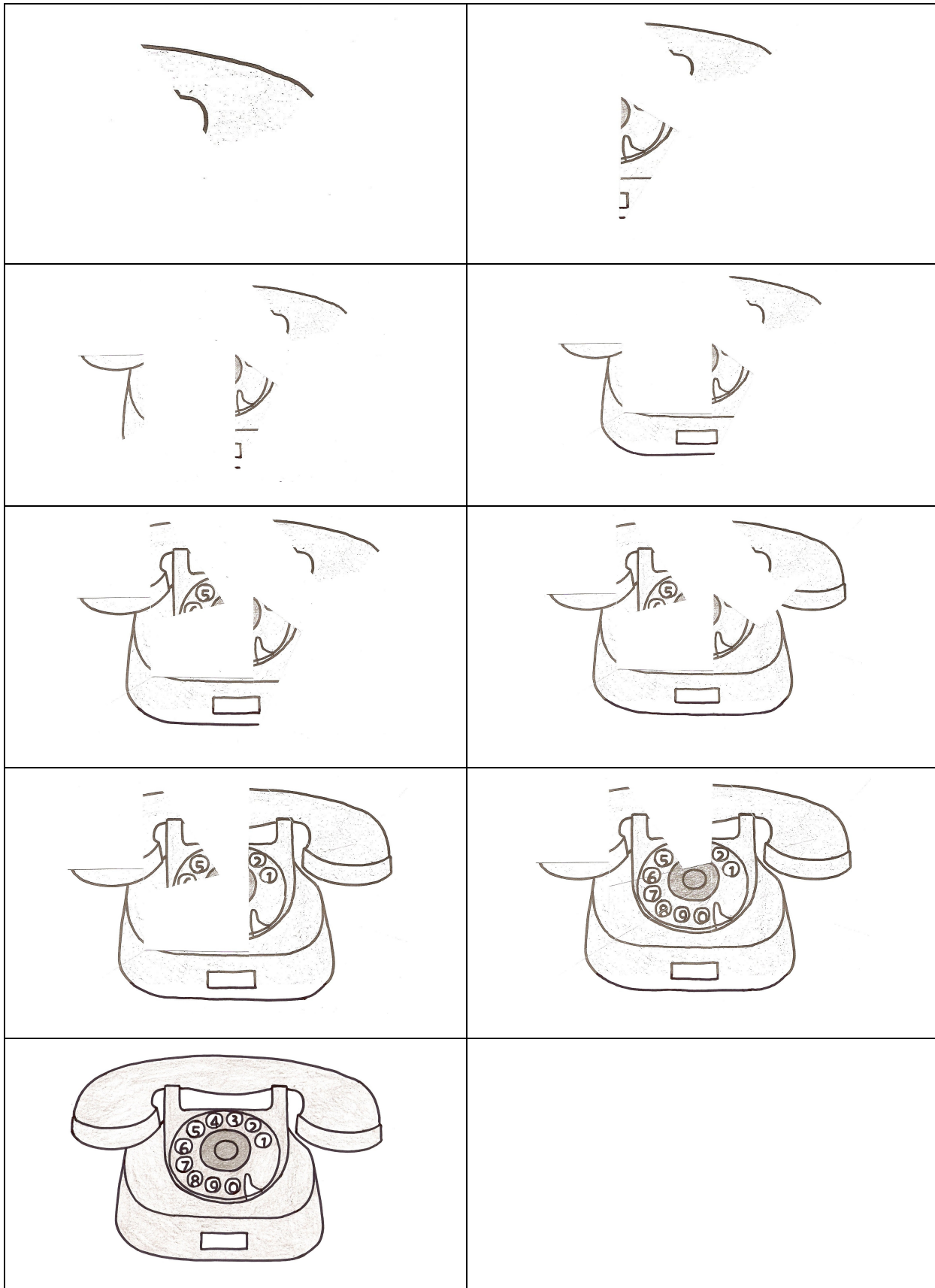
Rules for the learners:

- Look at the 1<sup>st</sup> drawing and you can all **have a guess** as to what it is.
- Look at the 2<sup>nd</sup> drawing and you can all **have a guess** as to what it is.
- And so on till the object is guessed

Form groups of 2 or 3:

- Put the drawings in the right order and stick them on a sheet.
- Answer the following questions:
  - a) What is the object?
  - b) What is it made of?
  - c) Is it still in use?
  - d) How useful is it?
  - e) Do you know similar objects? Are they very different from the one of the final picture?
- Decide on a speaker for your group.
- Each group's speaker reports to the class.

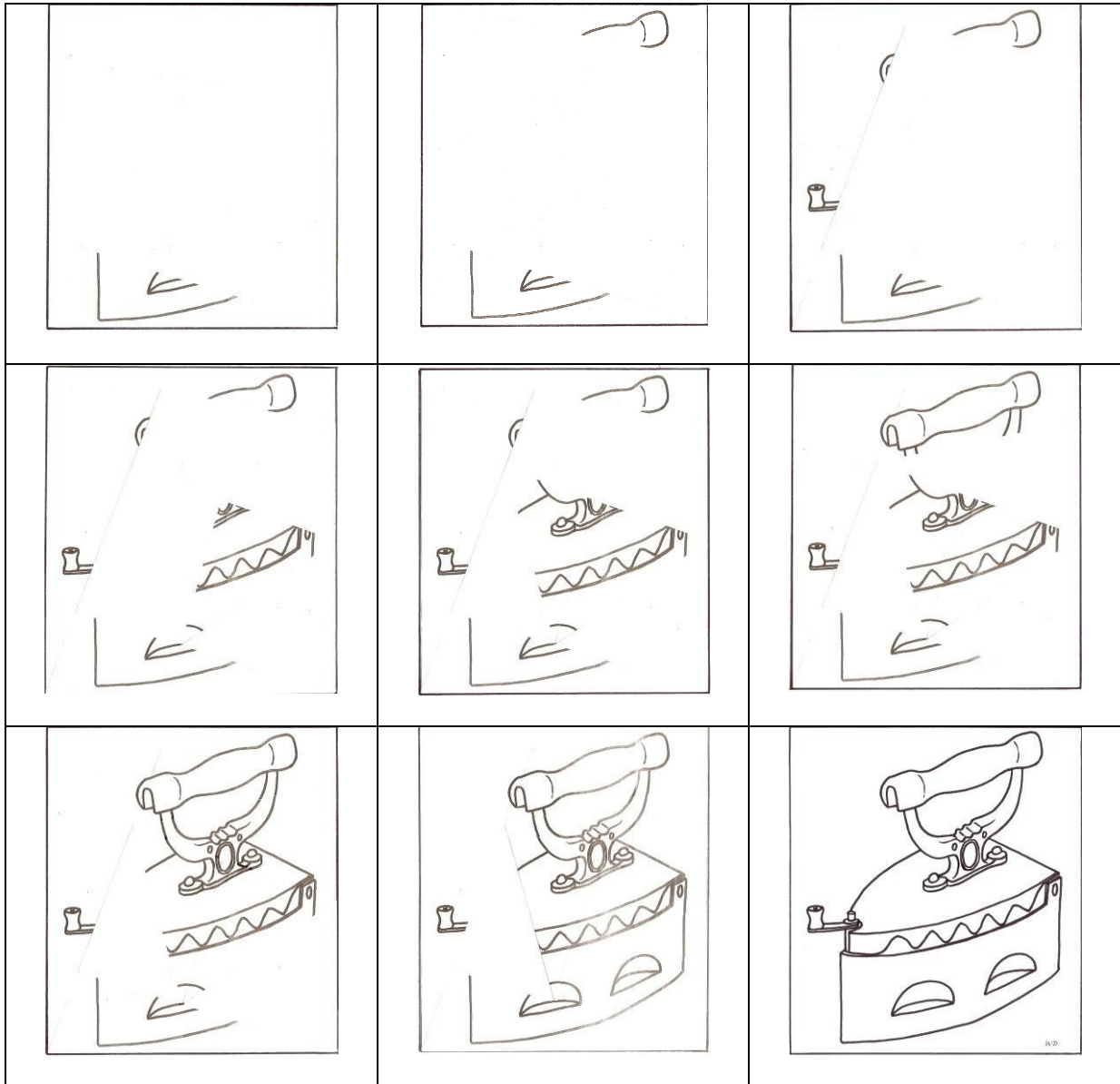
Alternative: Give students/learners the drawing of an object but previously cut into pieces like a puzzle. When learners are ready with the puzzle, ask them the same questions as above.



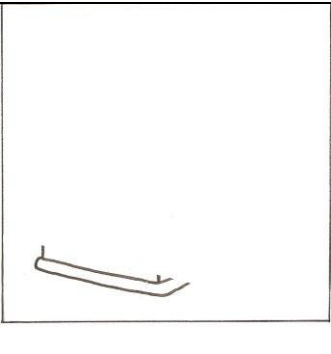
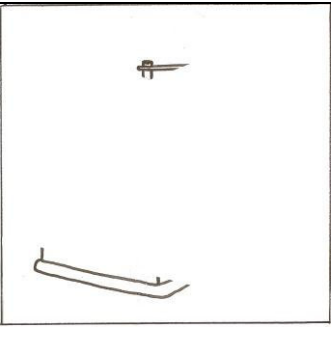
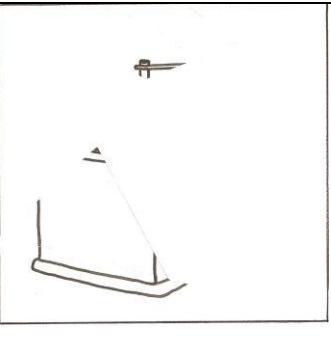
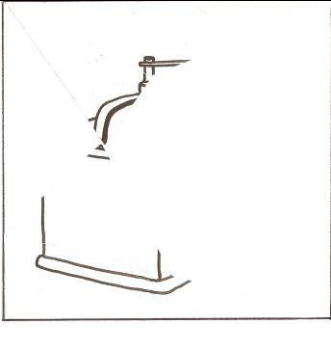
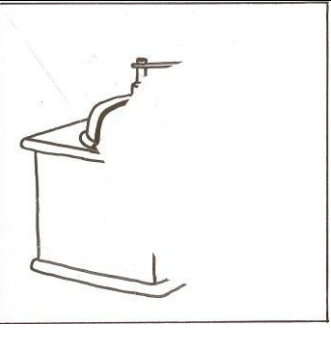
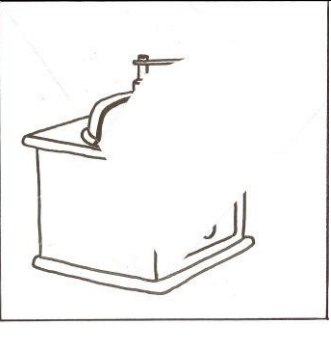
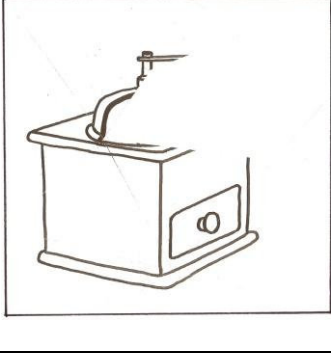
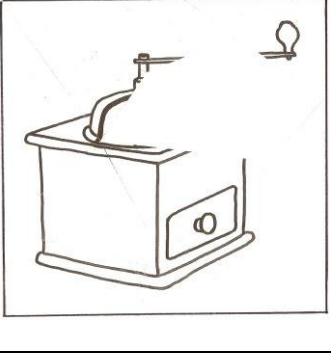
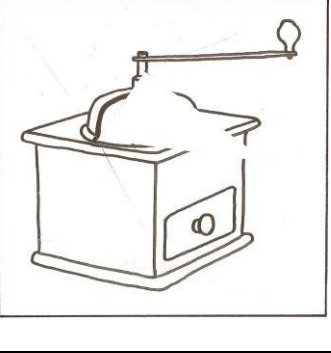
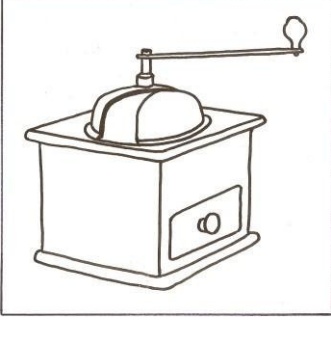
**Proposition 2**



### Further drawings 1



## Further drawings 2

		
		
		
	<p>           Drawings:            Wolfgang            Dressel         </p>	