

Teaching notes

Activity

Group work

Time

20 – 30 minutes

Objective

To practise using *what* to give emphasis

Language

Expressions with *what*: *What worries me most, What would make me really happy, etc.*

Preparation

Photocopy the activity sheet on page 88 and cut out a complete set of cards for each group of three or four students.

Procedure

1. Use one set of cards and hand out one per student. Tell students to think of a way to complete the sentence starter with something that is true for them. Tell them not to write on the card.
2. Then students should find a partner in the class and tell them their completed sentence. Their partner then says their sentence. They both exchange cards and then find a new partner to say their new sentence to. Allow a few minutes for this.
3. Divide the class into groups of four. Give each group a complete set of cards turned face down. One person should take the first card and complete the sentence starter in a way that is true for them. The other members of the group should listen and ask follow-up questions. Write some model questions on the board:
Why do you think that?
Do you really believe that?
Are you serious?
Why would you want to do that?
The next person then takes the next card and completes that sentence starter, and so on, until all the cards have been used.

Follow-up

Have each group write five more sentence starters beginning with *what*. Then they exchange their sentences with another group. Following that, they discuss how they would each complete the five new sentence starters.

What I might try and
do later is...

What I can really see myself doing
in the future is...

**What I can't really see
myself ever doing is...**

What I'd really like to spend
more time doing is...

What I'm definitely going
to do this year is...

What I'm seriously thinking
of doing is...

What worries me most about
the way the world is going is...

**What would really make me happy
is if I could...**

**What I hope to be able to do by
the end of the year is...**

What I'd most like to know
about my future is...

What makes me optimistic
about the future is...

What makes me pessimistic
about the future is...

What would really ruin my plans is if...

What would really be a good idea
is if we could all...

What I'd really like to get for my
birthday is...

What I really need to do before I go
home is...

What I'd most like to do
in the future is...

**What I'd most like to change
about my appearance is...**

6B Where on earth are we?

You will need: one pair of role cards for each pair of students.

- Students work in pairs. Explain that they are driving to a wedding, and they are lost. Give each pair a matching pair of role cards and allow time to prepare for the roleplay.
- Students act out the roleplay in pairs. Encourage students to use the various ways of adding emphasis in the *Useful language* box.
- The class discusses the outcome of the roleplay.

Student A

You are on your way to a wedding in your car. You are driving, and your friend has been giving you directions. Now you're completely lost and you're going to be late. You stop the car and discuss what to do. Together you must decide what you're going to do next. You begin the conversation.

These are some points you want to make:

- You have no idea where you are. You've never been to this part of town in your life.
- You didn't leave early enough because your friend was late. You told him/her to arrive at a quarter **to** twelve, and he/she arrived at a quarter **past** twelve.
- You wrote down the directions, and thought they were extremely clear. There was no need to bring a map.
- You think you should have turned left at the crossroads a few minutes ago.
- You think that you must go back to the crossroads to get back on the right road.
- You told your friend yesterday to buy the wedding present, and you want to check he/she has brought it with him/her.
- You didn't want to come to the wedding. Your friend persuaded you to come.
- Your friend always thinks that he/she is right, and this annoys you!

Useful language

I'm absolutely certain that ...

I really do think that ...

What we need is ...

What really annoys me is ...

I told you to ...

It's / It was you who ...

Where / Why / What / How on earth ...?

I really am sorry about ...

Student B

You are on your way to a wedding in your car. Your friend is driving, and you've been giving him/her directions, but now you're lost and you're going to be late. You stop the car and discuss what to do. Together you must decide what you're going to do next.

These are some points you want to make:

- You are sure you know where you are. You and your friend came here together last year for a party.
- You arrived at your friend's house at a quarter past twelve, the exact time he/she told you on the phone.
- You think the directions, which your friend wrote down, aren't very clear. You suggested bringing a map, but your friend said you didn't need one.
- You told your friend to turn left at the crossroads a few minutes ago, but he/she didn't.
- You are sure that if you continue down this street, you will get back on the correct road.
- You didn't buy a wedding present, because your friend said on the phone yesterday that he/she was going to buy one.
- You didn't want to come to the wedding. Your friend persuaded you to come.
- Your friend never believes what you say, and this annoys you!

Useful language

I'm absolutely certain that ...

I really do think that ...

What we need is ...

What really annoys me is ...

I told you to ...

It's / It was you who ...

Where / Why / What / How on earth ...?

I really am sorry about ...

And the award goes to ...

Target language: emphasis

Activity type: discussion

When to use: Use this activity after Lesson 5.3.

Time taken: 30-40 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Divide the class into two groups, A and B. Give each student a copy of the worksheet and ask the students to read through the questions. Students in group A will argue for the A choice in each question on their worksheets and students in group B will argue for the B choice. Give students time to make notes on each question, working in pairs with someone from their group if they prefer. Rearrange the class so that a Student A works with a Student B. Students discuss each question, arguing their viewpoint according to the worksheet and emphasising the points that they think are important. Give them twenty minutes to discuss all of the questions. Alternatively, give the pairs three minutes to discuss each question before stopping them and asking each Student A to find a new Student B partner. The new pairs discuss the next question for two minutes before moving onto a new partner. This continues until all the questions have been discussed.

Get feedback from one or two pairs about which questions they found difficult to argue for. Ask the class to vote on each question depending on the students' real opinions.

And the award goes to ...

- 1 Which is the best film genre?
a comedy
b drama

- 6 Which is the most dangerous sport?
a sky diving
b rock climbing

- 2 Which is the most interesting sport to watch?
a tennis
b football

- 7 Where's the best place to watch a film?
a at home
b at the cinema

- 3 Which is the riskiest job?
a coal miner
b window cleaner of skyscrapers

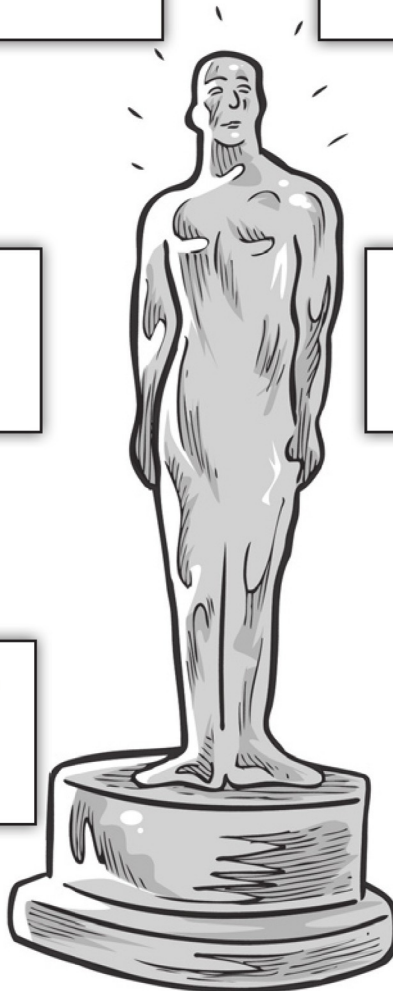
- 8 Which is the worst characteristic?
a arrogance
b laziness

- 4 Which is the most important issue?
a the environment
b poverty

- 9 Which is better?
a reading the book
b watching the film

- 5 Who's the best actor?
a Tom Hanks
b Tom Cruise

- 10 Which would be the most exciting trip?
a sailing to the other side of the world
b cycling across a continent



HOLD THE FRONT PAGE

Materials: one copy of the worksheet per group of three students

Tell Ss they are journalists for the same paper and they want their story on the front page. Organise the Ss into groups of three and give each student two different news stories from the worksheet. Tell them to choose one story to present to their group as the story that should go on the front page.

Give them a few minutes to read and prepare before collecting the stories in again. Ss now have to sell their story to the group using as much emphasis as possible to make it sound dramatic and interesting. To do this, they should use ways of adding emphasis from page 86, e.g. *The amazing thing is ...* Encourage the Ss who are listening to use some of the vocabulary from *Learn to make guesses* on page 87 when responding to what is being said, for example, *That's surely not possible*. Remind Ss of these phrases by putting them on the board first. When Ss have presented their stories, the group discusses which one will interest their readers the most and use it for the front page. They should also decide what the headline will be.



Sherpa's cleaning up rubbish left by climbers on Mount Everest have found the camera of George Mallory, a British climber who died on the mountain in 1924. Mountaineering's biggest unsolved mystery is whether he and partner, Andrew Irving, were the first to reach the peak. Both died on the descent. Mallory's body was found in 1999 but not his camera. The perfectly preserved film seems to show the pair at the summit twenty-nine years earlier than the successful 1953 expedition.

Black's news agency

One of Italy's most famous monuments, the Leaning Tower of Pisa, has collapsed. The fifty-five-metre-tall tower had been leaning since its construction in 1173. It was reopened in 2001 after two decades of work and was declared 'stable' for another 300 years. There are reports of the ground shaking before it collapsed and some are blaming a minor earthquake. Some tourists caught the collapse on their mobiles and cameras. A spokesperson for the monument said it would be rebuilt, leaning!

SANA's news agency

A giant anaconda, over twenty metres long, has been shot in the Democratic Republic of Congo. Villagers had reported a giant snake in the river and complained it had been eating their cattle. This was ignored by the local police until they encountered it whilst looking for a missing child. It was shot, opened up but the remains of the child were not found in the stomach. She was found alive and well at a relative's house. The previous largest reliable measurement of an anaconda was about nine metres in length.

Black's news agency

Scientists have grown a baby mammoth using DNA found in a frozen mammoth in Siberia. Finding completely frozen mammoths is not unusual but the DNA is usually unuseable. However, three years ago, scientists found usable mammoth DNA in a well-preserved specimen. It was implanted into unfertilised Asian Elephant eggs, fertilised and implanted into a female. The mammoth, a male, was born two days ago, but died today. The last mammoth to die before this was 4000 years ago.

Glock's news agency

American astronomers have discovered that an asteroid, 5km in diameter, may collide with the Earth in 2028. Previously, the next big asteroid impact was expected in March 2788. It will be equivalent to ten million megatons of TNT and leave a crater ninety-five kilometres across. For comparison, the largest nuclear weapon was just fifty megatons. Scientists hope that technology will be available to destroy the asteroid before it reaches Earth and we can avoid the greatest catastrophe in modern times.

USN's news agency

Tattooist Jed Michaels has had his whole face tattooed purple, including his ears and eyelids. Jed said he loved his new colour but having his eyelids tattooed was quite painful. Asked why he did it, he just said he liked the colour and thought it suited him. Jed has been getting tattoos done since he was fourteen. Asked if he might regret it, he said he has regretted some, his worse one is Mickey Mouse playing drums on his leg but he thinks the best one is now his face.

USN's news agency