

Unit 7 ▶ Lesson 2

ACTIVITY TYPE

Group work: guessing game

TARGET LANGUAGE

Noun clauses as direct objects

MATERIALS

One set of question cards for each group of students, ten blank strips of paper for each student, pens/pencils

Preparation (5 minutes)

- ▶ Write the following question on the board:
Which magazine do you think is the most interesting?
- ▶ Call on volunteers to use *I think . . .*, *I believe . . .*, or *I guess . . .* and a noun clause to answer the question. For example: *I think (that) News is the most interesting magazine. I believe (that) Fix Everything is the most interesting. I guess (that) Maximum is pretty interesting.*
- ▶ Prompt students to give a little more information about their answers. For example, ask *Why do you think [News] is the most interesting?*
- ▶ Have students use noun clauses to answer the following questions:
What is something that you hope your children do/don't do?
What do you think is the best movie ever made?

Procedure (10–15 minutes)

- ▶ Have students form groups of at least four. One student mixes up the question cards and places them facedown in a pile.
- ▶ Explain the activity: One student takes a card and reads the question aloud. Each student writes his/her own answer on a blank strip of paper.
- ▶ Students must use a noun clause as a direct object in each answer. For example, if the question is *What is something that you think is a waste of money?*, students might write *I think fancy cars are a waste of money* or *I guess that sometimes new clothes are a waste of money, but I buy them anyway.*
- ▶ The student who read the question collects the sentences and mixes them up. One by one he/she reads the responses aloud. Group members try to guess who wrote each sentence.
- ▶ As appropriate, encourage students to ask one another questions to learn more about their answers. As long as students conduct their conversations in English, it's OK if they don't get through all of the questions.

Options/Alternatives (5 minutes)

- ▶ Have students think of their own questions. Remind them to use verbs such as *think*, *(don't) know*, *hope*, *guess*, and *believe* in their questions. Play continues as above.



What do you hope will happen in the future?

What do you believe everyone should learn?

What is one book that you think is really good?

What do you hope won't happen in the future?

What is something that you think is a waste of money?

What is one thing you don't think is good for the environment?

What do you think is the best restaurant in this area?

What do you believe is important to teach children?

When you were a child, what did you hope you would be?

What is something that you didn't know when you were young?

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...