

# 5 Did You Hear What He said?

## Content Clauses

**Target patterns:** Content clauses with *what*, *who*  
*Know, wonder . . .* + content clauses

**Communication skills:** Describing people/animals  
Wondering

**Language sets:** Know, remember . . .

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### Warm Up I Wonder Who

Look like you are thinking about something, and say something like “*I wonder who (wrote Hey Jude)*” or “*I wonder who likes Manchester United.*” It is best to say things that some students are likely to know and want to tell you. The students then do the activity in pairs, in groups, or as a class, taking turns saying “*I wonder who . . .*”

### I Wonder What He’s Doing Here

The students can listen to the dialog, read it, or do both.

**Anticipation questions**  
*Who is Roger Feather?*  
*What does he know?*

**Follow-up questions**  
*What didn’t Emel hear?*  
*What did you hear recently?*

*What does Carmen think is going to happen?*  
*What do you think is going to happen?*

#### Comprehension – personalization

T: *What does Emel know?*  
S1: *She knows who the man was. / She knows the man was Roger Featherer.*  
*What do you know?*  
S2: *I know . . .*  
Continue in a chain.

T: *What is she wondering?*  
S3: *She’s wondering what Roger Feathers is doing there.*  
*What are you wondering?*

S4: *I’m wondering . . .*  
Continue in a chain.

T: *What does Roger Feather know?*  
S5: *He knows where to find a good coach.*  
T: *What do you know?*  
S6: *I know ...*  
Continue in a chain.

### Personalization

In pairs, in groups, or as a class, the students make “*I wonder . . .*” and “*I know . . .*” statements about friends and family members. They have short follow-up conversations after each statement.

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### Warm Up Board Puzzle

Write a puzzle on the board similar to the one in the illustration, where each item is something you know/remember/understand/are wondering / have decided/ etc. about. See if the students can guess the connection with you. If necessary, give hints. When the students are trying to express themselves, help them say things like “*You have decided where to go for your vacation.*” The students then do the activity in pairs, in groups, or as a class, taking turns to write similar puzzles about themselves.

### I Know What You Mean

The students can listen to the dialog, read it, or do both.

**Anticipation questions**  
*What does Sachiko like doing?*  
*Who does Michelle want to help?*

**Follow-up questions**  
*What has Michelle been thinking about?*  
*What have you been thinking about recently?*

*What has Michelle been wondering about?*  
*What have you been wondering about recently?*

#### Comprehension – personalization

T: *Michelle’s been thinking about what Sunee was eating the other day.*

All students:

*No! She's been thinking about what Sunee was saying the other day.*

T: *She's been wondering what they can cook for dinner.*

All students:  
*No! She's been wondering what they can do to help.*

T: *Sachiko likes lying on the floor and going to the supermarket*

All students:  
*No! She likes lying in the sun and going to parties.*

T: *Sachiko doesn't know what they can eat.*

All students:  
*No! She doesn't know what they can do.*

## Personalization

In pairs, in groups, or as a class, the students use content clauses to talk about what friends/family/famous people/etc. have been thinking/wondering about.

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## Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

*I know when it's time to get up.  
I can't understand how some people work seven days a week.  
I don't remember if I locked the door.*

## Controlled Practice

### A Superstar's Vacation

The students make sentences about each picture.

### Sample answers

(The students may come up with good alternative answers.)

2. *She's wondering when to go.*
3. *She's wondering how long to go for.*
4. *She's wondering if she should take a lot of money.*
5. *She's wondering who to go with.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*I wonder where my sister is.  
I wonder what I should wear tonight.  
I wonder if it's going to rain this afternoon.*

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## Warm Up

### General Knowledge

Ask the students general knowledge questions using patterns such as "Do you know . . . ?" and "Can you remember . . . ?" Try to ask questions that some of the students will know the answer to or can easily find out the answer from the Internet or other reference material. The students then do the activity in pairs, in groups, or as a class.

## He Can Play Poker

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*Why isn't the dog a good poker player?  
Who has found him?*

### Follow-up questions

*What does Juliet's dog look like?  
What do you look like?*

*What does the police officer think Juliet should do?  
What do you think Juliet should do?*

### Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, one student works in a lost and found office and the other student has lost something. The students have a natural conversations. Encourage them to include content clauses.

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## Communication Activities

### A. Do You Remember?

In pairs, the students ask each other “*Do you remember who/what/where . . . ?*” questions. They write down any particularly interesting answers and report them to the whole class.

### B. Occupations

One team says the name of an occupation. Each member of the other team has to make a sentence about the occupation, using the pattern “*A . . . has to know . . .*” The team gets one point for each answer. No answer can be the same as any previous answer, unless you decide to start a new round.

### C. Hidden Treasure

1. Choose ten of the *Who?* cards. Make two copies of each of the *Who?* *What?* and *Where?* cards.
2. Cut one set of cards into separate pieces, and keep the other so that the students can see the total list.
3. Put the separated *Who?* *What?* and *Where?* cards in three piles and shuffle them. Secretly remove a card from each pile.
4. Shuffle the remaining cards together and deal them all out.
5. One student looks at his/her cards and makes a guess, using the patterns “*I know what it is—it’s . . .*” “*I know where it is—it’s . . .*” and “*I know who hid it—it was . . .*”
6. Another student who has one of these cards can say “*No!*” and take a card at random from the guessing student’s hand. He/She then makes a guess.
7. The game continues until somebody guesses correctly (nobody says “*No!*”). Students can either interrupt to say “*No!*” or wait until the guessing student has finished, so as not to reveal which card they have. The first student to say “*No!*” has the next turn.

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## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, in groups, or as a class.

### Sample answers

#### Mixed questions

*My favorite food was cottage pie.  
I used to dislike swimming.  
I think the economy is getting worse.  
I couldn’t find my umbrella.  
I want to be able to play the guitar well.*

#### Puzzle sentences

*You went to a party on July 25<sup>th</sup>, didn’t you?  
I used to play on the beach with my brother and his friends.  
I couldn’t play well until I was about fifteen.  
There aren’t many frogs in the telephone book, are there?  
My husband says it disturbs him when he’s writing.*

#### You

*I started driving when I was eighteen.  
I often shout when I’m angry.  
I have lived in Cairo since I was in high school.  
When I graduate, I’m going to travel around the world.  
As soon as I finish breakfast, I have to run to catch my bus.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.