

Teacher's notes

Embedded question drill (indirect questions)

In this activity, groups of learners work together doing transformation drills (changing direct questions into embedded ones). The motivational factor is that once learners are happy with their performance, they then test learners in other groups, something learners tend to enjoy doing. The follow up activity gives learners a chance to have fun with embedded questions by asking the teacher 'taboo' questions.

Focus: Embedded questions

Level: Intermediate +

Time: First time 30 minutes. As revision: 5- 15 minutes.

Materials: One set of 'drill bits' per student.

Aim: To provide learners with an opportunity to practise the word order of embedded questions.

Procedure: *This procedure is for a class of nine learners, to make the instructions more transparent, but the activity can be done with any number of students.*

1. Prepare enough sets of **drill bits** for each learner (3 sets of drill bits A, 3 sets of drill bits B, and 3 sets of drill bits C). If you can, plastify them or glue them to card so you can use them again for revision or with other classes. It's a good idea to colour code them too (e.g. set A red, set B blue, set C yellow).
2. Demonstrate the activity by writing an example on the board and eliciting the answer. (e.g. 'Do you need any help? **Call me ...**' = Call me if you need any help.)
3. Put the learners into 3 groups (groups 1, 2 and 3). Give group 1 one set of **drill bits A**, group 2 one set of **drill bits B**, and group 3 one set of **drill bits C**.
4. Learners work together in their group, transforming the questions. Encourage your learners help each other. Tell them they will need to know the answers well as they will test the other groups, who have different questions. Monitor and clear up any problems.
5. Give out enough extra copies of the drill bits so that all learners have a set of drill bits each (for example, everyone in group 1 has their own set of drill bits A).
6. Put your learners into three new groups. Each new group is made up of one member of each original group (each group has one A, one B and one C)
7. Learners take turns showing a drill bit to the other two members of the group. The first learner to say the correct sentence wins the drill bit and keeps it. The learner with the most drill bits at the end of the activity is the winner.

Follow up: *The fact that this activity requires the teacher to share personal information with the class makes this activity very motivating for learners. However, you may wish to change some of the questions on worksheet 2 to make them more or less taboo, depending on your circumstances.*

1. Prepare enough copies of worksheet 2 for the class. Alternatively write appropriate questions on the board.
2. Have learners discuss which of the questions they think are the most taboo.
3. Tell learners that they can ask you any of the questions, but they must use indirect questions, and that the question must be grammatically correct. If it isn't, then the learner will have to answer the question.
4. You might like to invite learners to ask questions of their own once they have exhausted the questions on the worksheet/board. The activity can act as a spring board to a discussion on love, family or work. Be prepared to exploit any discussion by feeding in topic vocabulary and giving learner's language feedback.

Comments: You can use the **drill bits** as a warmer or filler for revision in future lessons. Once learners get the hang of the word order, you can concentrate on other areas such as contractions or intonation.

1 Embedded questions

Complete the following embedded questions. The first one (0) is an example.

0. **What does he look like?**
I've no idea what he looks like.
1. Do you need any help?
Call me
2. Where's Helen gone?
You've no idea **have you?**
3. When will Tony be back?
Do you happen to know ?
4. How much is it going to cost?
You don't know **do you?**
5. Will he be back soon?
You wouldn't happen to know **would you?**
6. How long will I have to wait?
Have you any idea ?
7. What are you talking about?
I don't know
8. What time does the bank close?
You couldn't tell me **could you?**
9. What do you mean?
I'm not really sure
10. Could you lend me some money until I get paid?
I was wondering
11. Where did Sam go?
You don't know **do you?**
12. What time is it?
Do you know ?

2 Question tags

Complete the following sentences with a tag.

could you? have you? would you? do you?

1. **You don't know** where she got her jacket from
2. **You've no idea** where helen is
3. **You wouldn't happen to know** how much it's going to cost
4. **You couldn't tell me** when she'll be back

Notice how the following question becomes more polite:

- Where is she? (direct)
- **Do you know** where she is? (indirect / polite)
- **You don't happen to know** where she is, **do you?** (very indirect / more polite)

Teacher's secrets

1 Taboo?

Work with a partner and decide which five questions you think are the most impolite to ask someone you don't know very well.

1. How old are you?
2. Have you got any brothers or sisters?
3. Have you got a boyfriend/girlfriend?
4. Are you married/divorced?
5. Have you got any children?
6. When did you have your first kiss?
7. When did you first fall in love?
8. Was it love at first sight?
9. How much do you weigh?
10. How long have you been doing your job?
11. Do you like your job?
12. How much do you earn?
13. Do you like your boss?
14. What's the worst thing about your job?

2 Question time

You are going to ask your teacher the questions above, but you must ask the questions using the phrases below. If your question isn't grammatically correct, then *you* will have to answer the question.

- I'd like to know ...
- Could you tell us ... ?
- What I really want to know is ...
- Would you mind telling us ...?