

01

TEST YOUR MEMORY

Aim

To practise forming subject and object questions

Language

Question forms, question words: *what, where, which, who, how*, etc.

Skills

Speaking, writing (Extension activity)

Lesson link

Use after Question types in Classbook Unit 01

Materials

One copy of the worksheet (cut up) per pair

Answers (stage 3)**Object questions:**

- *Who do you prefer – Dalí or Picasso?*
- *When did you last go to the cinema?*
- *What time did you get up this morning?*
- *Where do you like to go on holiday?*
- *How many hours a day do you work?*
- *How much does a cup of coffee cost (in your country)?*
- *What are you going to do next weekend?*

Subject questions:

- *Who said, 'That's one small step for man, one giant leap for mankind'?*
- *Who lived at 221B Baker Street, London?*
- *What tune goes with the words 'I'm singing in the rain'?*
- *Who won the Football World Cup in 1998?*
- *Which explorer reached the North Pole first?*
- *Which planet is nearer the Sun – Mars or Jupiter?*
- *What happened to Shakespeare in 1616?*
- *Who became president of South Africa in 1994?*

Pre-activity (5 minutes)

- Tell the students that they are going to test each other's memory. Each student writes five questions to ask a partner about their last holiday, e.g. *What date did you leave? What was the hotel called? What did you pack in your suitcase?* The object is to see how much they can remember.
- In pairs, the students ask and answer the questions.
- Feedback as a class. Who could remember most about their holiday?

Procedure (20 minutes)

- 1 Divide the class into pairs. Give each pair a set of the cut-up questions. The students place them face down on the table (separately – not in a pile).
- 2 Tell the students that these are all question 'halves', and that the object of the game is to collect complete questions. (There are 15 complete questions.) The students take it in turns to pick up two halves. If the halves form a complete question, the student keeps them. If the halves don't match, they place them face down again in the same place. As they play, the students should try to remember where they placed particular halves. The student to collect the most complete questions is the winner.
- 3 As a class, the students look at the complete questions. They decide which are subject questions and which are object questions.
- 4 In pairs, the students take it in turns to ask and answer the questions. Students who finish early can change one or two words in each question to make new questions, e.g. *When did you last go swimming? Who lives in the White House?* etc.

Note: Stronger students can practise the memory technique of looking at the first half and trying to remember the second half of the questions, or vice versa.

- 5 Feedback as a class and check the answers to the general knowledge questions.

Extension activity

- In small groups, the students write up to 20 questions – a mixture of general knowledge and personal information questions. Check that they have formed the subject and object questions correctly. Then divide the class into two teams. The teams take it in turns to ask their questions. Score points for correct answers to general knowledge questions and for grammatically correct answers to personal questions.

Answers to general knowledge (subject) questions

- Neil Armstrong, when he stepped onto the Moon
- Sherlock Holmes
- (Student's own answer)
- France (beat Brazil)
- Roald Amundsen, in 1911
- Mars
- He died.
- Nelson Mandela

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Object questions

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Where do you like to	go on holiday?
How many hours	a day do you work?
How much does	a cup of coffee cost (in your country)?
What are you going to	do next weekend?

Subject questions

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Who lived	at 221B Baker Street, London?
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