

COMMUNICATION

# Framing your thoughts

**LEVEL**

Upper-Intermediate  
(B2)

**NUMBER**

EN\_B2\_3023X

**LANGUAGE**

English



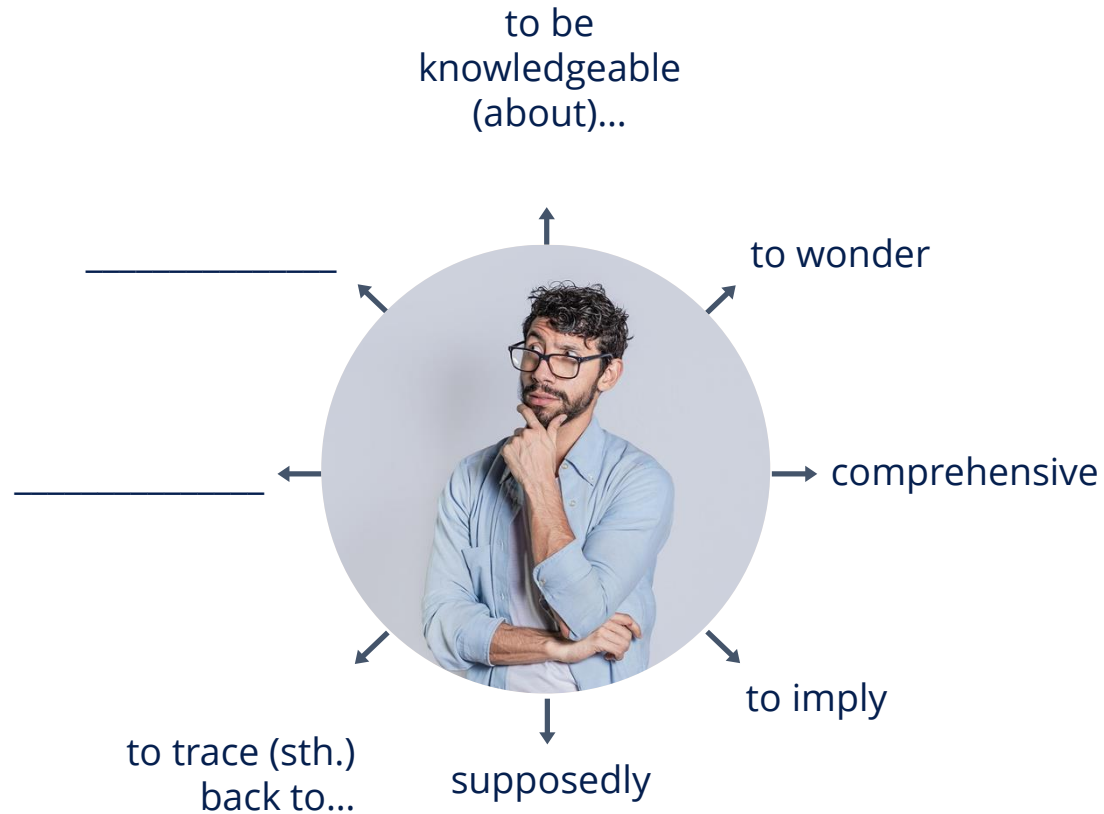
## Learning outcomes

- I can identify and recall advanced language structures to express awareness and scepticism.
- I can express degrees of certainty using appropriate language.



# Warm-up

Below are some words and phrases related to knowledge, ideas and information.  
**Brainstorm** some more as a group.





# Expressing your thoughts

**Read** the sentences. What can you tell about the speaker's **attitude** from the highlighted phrases?

1



**I wonder whether** Heracles and Hercules are the same person.

2



**To my knowledge,** the Norse people believed the Gods walked among them.

3



**I have the impression that** a lot of people get confused between Greek and Roman myths.

4



**I'm puzzled about** why the story ends that way. It doesn't seem to make sense.



# Expressing your thoughts

**Read** the example sentences. What can you tell about the speaker's **attitude** from the highlighted phrases?

5



**Can you give me some more concrete examples** of what you mean? That doesn't seem very convincing.

6



**Are you implying that** myths are useless, and we shouldn't study them at school?

7



**I would hardly have thought** that that's true. Sounds like someone was pulling your leg.

8



**I'm confused about** the timeline of events. Did you decide to leave before or after you saw the mouse on the bed?



# Categorise

**Categorise** the phrases below.

**1**

I thought as much.

**2**

Are you implying that...?

**3**

To my knowledge...

**4**

I've no clue about...

**5**

I wonder whether...

**6**

I'm puzzled about...

**7**

It has occurred to me that...

**8**

That doesn't seem very convincing...

**9**

I'd hardly have thought that.

**10**

I have the impression that...

**Express knowledge and awareness**

**Express lack of knowledge or scepticism**





Are you going to apply for the role of artistic director at the stage school?

**Hardly!** I have no experience in theatre whatsoever.

We can use *hardly* to express surprise.

Discuss the second speaker's response – how do they feel about the question?



# Fill in the gaps

Use **phrases** from the previous slides to complete the dialogue.



To my \_\_\_\_\_, Antarctica holds about 90% of the world's fresh water.

I had the \_\_\_\_\_ that most of that water was salty.



I thought as \_\_\_\_\_, but I read an article recently which proved me wrong.

Honestly, I have no \_\_\_\_\_ about it!







# Discuss

Discuss the questions below **as a class** or **in breakout rooms**.

- 1 Is there any period of history that you **have no clue about**? Did you study history at school?
- 2 Can you think of something that **puzzled you** lately? Perhaps something you read in the news, or a task at work.
- 3 Are you **knowledgeable about** any topics in particular? Where did you learn about them?





# Expressing degrees of certainty

Here is some vocabulary related to certainty and uncertainty. Are you familiar with these words?



**to verify**

**supposedly**

**ostensibly**

**undoubtedly**

**to prove**

**to doubt**

**apparently**

**to suggest**



# Degrees of certainty

Categorise these sentences.

1

*This suggests that people would prefer to buy their groceries online.*

2

*We highly doubt that the new prime minister will be any better than the last.*

3

*Apparently, she didn't sign off on the project.*

4

*A number of sources have verified the authenticity of the photo.*

5

*It's supposedly a cure for headaches.*

**More certain**

**Less certain**



# Expressing degrees of certainty

**Read** the example sentences. Which part of the sentences indicate **how certain** the speaker is?

1



**We can rely on this source.**

2



**I expect it to happen very soon.**

3



**As far as I know, it was a real historical event.**

4



**It is supposed to be based on a true story.**



# Fill in the gaps

**Complete** the sentences with phrases from the previous slides.

- 1 As \_\_\_\_\_ as I know, the story of the Iliad relates to a real historical event.
- 2 We cannot entirely \_\_\_\_\_ on sources which were written thousands of years ago.
- 3 Most of the Greek myths are \_\_\_\_\_ works of fiction.
- 4 We can cross reference myths and archaeological sites to \_\_\_\_\_ that at least some parts are true.
- 5 The myths were \_\_\_\_\_ to be models for society.



## Discuss

**Are you someone who  
believes things easily...**

**...or do you only trust verifiable facts?**





## Discuss

**Have you ever asked someone to provide further evidence or arguments to back up what they said?**



**What makes you likely to believe what someone tells you?**



# End of the lesson

Idiom

***I can't make heads or tails of it***

**Meaning:** I can't understand it

**Example:** I can't make heads or tails of this new topic. I guess I need to brush up on my geometry!



# Additional practice



# Fill in the gaps

**Complete** the sentences with the correct form of the verbs in the red box.

- 1 So you're thinking of starting a new course at university? I never \_\_\_\_\_ you would want to do something like that.
- 2 Well, it has \_\_\_\_\_ to me that I'm not making any progress in my career and I need to do something to help.
- 3 Which course? As far as I \_\_\_\_\_, some of the courses are free at the local college.
- 4 That would be great. I \_\_\_\_\_ whether computer programming is included.
- 5 I'm not sure, but there are \_\_\_\_\_ to be some very good courses there on a variety of subjects. Check out the prospectus.

to suppose  
to know  
to think  
to wonder  
to occur



## Discuss



**Have you heard the  
phrase *school of life*  
before?**

**What do you think it means?**





# Discuss

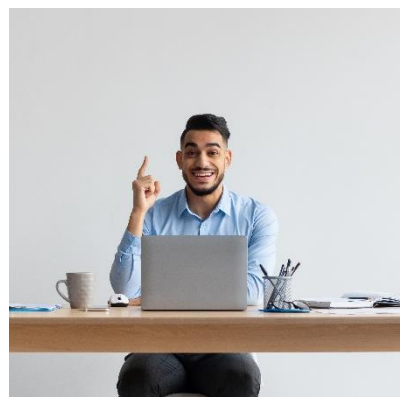


**True knowledge is knowing what you know and what you don't know.**

What do you think the quote means?

Do you agree with the quote?

Do you think often about the things you don't know?





# Writing

**Complete** the activity in the red box.

**Write** down **three things** you have learned recently that surprised you.

**Share** your newfound knowledge with your classmates. Are they convinced?



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# Answer key

**P.6:**

Express knowledge and awareness: 1, 3, 7, 10

Express lack of knowledge or scepticism: 2, 4, 5, 6, 8, 9

**P.8:** knowledge, impression, much, clue

**P.11:** More certain: 2, 4 Less certain: 1, 3, 5

**P.13:** 1. far 2. rely 3. undoubtedly 4. verify 5. supposed to be

**P.19:** 1. thought 2. occurred 3. know 4. wonder 5. supposed



# Summary

## Expressing awareness and scepticism:

- *I wonder whether...; To my knowledge...; I have the impression that...;*
- *I'm puzzled about...; Can you give some more concrete examples...; Are you implying that...?; I would hardly have thought...; I'm confused about...; Hardly!*

## Expressing certainty:

- *This suggests that...; Apparently...; It's supposedly...; I expect...; As far as I know...; It's supposed to be...*
- *We highly doubt...; A number of sources have verified...; We can rely on...;*



# Vocabulary

I wonder whether...

To my knowledge...

I have the impression that...

I'm puzzled about...

Can you give me some more concrete examples?

Are you implying that...

I would hardly have thought...

I'm confused about...

Hardly!

ostensibly

