Wh- questions

**Topic:** 3rd person single questions, present simple
**Level:** SfL E1/ Access 2 / CEFR A1
**Time:** 2 hrs

**Aims**
- To understand and use wh- question words: *what, where, when, who, why, how*
- To spell the question words
- To ask and answer questions about a person.

**Introduction**
This lesson develops learners’ understanding of and ability to use wh-question words and form 3rd person questions. The learners begin by reviewing positive sentence construction by predicting answers to a set of questions, and checking these against picture prompts. They then use the pictures to remember the question which was originally asked. There is further reinforcement of question formation through reordering activities. Finally learners are given the opportunity to personalise their learning with a questionnaire and feedback activity.

**You will need:**
- Toy / ball / screwed up paper, for throwing
- Access to an interactive whiteboard or data projector and speakers to display the online module
- Worksheet p1 (q & a cards) one copy per pair
- Lots of pairs of scissors
- Worksheet p2 (written record), 1 per student
- Worksheet p3 (master), 1 per pair / display on whiteboard
- Worksheet p4 (questionnaire), 1 set of questions per learner, but please note there are 2 sets on each page.

**Procedure**

**Warmer- Review of 1st person q & a (5 mins)**
- Ask the learners to stand in a circle.
- Throw the toy to a learner and ask ‘What’s your name?’, eliciting a complete answer.
- Gesture for this learner to throw the toy to another learner and ask the same question.
- Once all learners have asked and answered the question, throw the toy again with a different question, working through ‘Where do you live?’, ‘Who do you live with?’, ‘What do you do?’, ‘When do you come to college?’, ‘How do you get to college?’ and/or any other questions you’d like to review with your learners.

**Task 1 – Presentation (10 mins)**
- Show the first slide and play the question audio.
- Elicit possible answers, encouraging the learners to use complete sentences.
Lesson plan – Wh-questions

• Use finger highlighting\(^1\) to show errors, missing words and contractions and to guide them to form correct sentences.
• Don’t say whether they have answered the question correctly, but acknowledge possible answers with, ‘Maybe’.
• Show the next slide and elicit the correct answer, using the visual prompt.
• Play the audio to check.
• Repeat with the next six questions.

Task 2 – Question & answer matching (10 mins)
• Give pairs the q & a cards from p1 and ask them to match the questions and answers.
• Show the slides and ask a volunteer to match the questions and answers on the slides.

Alternative: You might like to do this as a mingle: Give one card to each learner. Ask the learners to walk around saying to other learners what it written on their card. When they find someone whose card answers their question, or provides the question for their answer, they stay with them. At the end, all read their questions and answers.

Task 3 – Question word gap-fill (10 mins)
• Show the slide and ask pairs to decide which question word goes in which box.
• If you have an interactive whiteboard, ask one learner from each pair to come to the board and drag the question word into the gap.
• Elicit what each question word is used for, e.g. ‘What’ is asking about a thing, ‘Who’ is asking about a person etc.
• Drill pronunciation of the question words.

Task 4 – Word order (15 mins)
• Ask the learners to cut their question cards from Task 2 into separate words and then put the words into order to match against the answers again.
• Show the slides from this question group, and ask a volunteer from each pair to drag and drop the words into the correct order on each slide.

Differentiation: Ask weaker pairs only to cut one or two questions at a time. Stronger pairs can cut three or four, or even all of them at once.

Task 5 – Spelling (10 mins)
For each slide in the next question group:
• Play the audio.
• Ask learners to write the word they hear.
• Ask one learner to tell you the spelling to type into the box.
• Click on ‘submit’ to check.

Task 6 – Question formation (15 mins)

\(^1\)Finger Highlighting: Hold up your left hand with fingers spread out. Touch each finger with your right hand, starting with the thumb, say one word per finger. Stop on the word where there’s an error to indicate an error, draw two fingers together to show a contraction or point to the space between fingers to show something is missing.
• Show the first slide from this question group and elicit the question which went with this answer.
• Learners could shout out the answer, or you could nominate individuals.
• Use finger highlighting to help the learner form a correct question.
• When one learner has produced an accurate question, ask them to model it for the whole group and ask the group and individuals to repeat it.
• Repeat with the rest of the slides.

Task 7 – Cross-class question and answer (10 mins)
• Go back to the beginning of the module and show the first slides again with the audio off.
• For each pair of question and answer slides, show the question slide and elicit the question from one learner. This learner then nominates another to answer.
• Show the answer slide and this learner answers, then asks another learner the next question as you show the next question slide, and so on.
• Correct any errors and drill as necessary.

Task 8 – Written record (10 mins)
• Hand out Worksheet p2.
• Ask the learners to write the question and the answer underneath each picture.
• Give them any spellings they need on the whiteboard.
• Hand out the master *(Worksheet p3) / display on whiteboard for them to check.*
• If you feel the learners still need more practice, get them to ask and answer the questions in pairs, using the worksheet pictures as a prompt, with the questions and answers hidden, then repeat the cross-class q & a.

**Differentiation:** Beginner readers and writers can work with stronger writers, dictating the questions and answers for them

Task 9 – Questionnaire (15 mins)
• Hand out Worksheet p4 and invite the group to suggest three more questions to add to it (e.g. ‘How old are you?’, ‘What do you do in your free time?’ etc.).
• Ask learners to ask their partner the questions, and make a note of their answers but not in complete sentences.
• Ask pairs to combine into groups of four, and one learner from one pair asks one learner from another pair about their partner.
• Monitor and support as needed.

Cooler –*Who am I talking about?* (10 mins)
• Collect in the completed questionnaires from Task 9.
• Make a show of shuffling them and choosing one at random, making sure no one can see whose you have selected.
• Use the information to tell the class about the person, not saying their name. Be crafty and start with information which applies to the majority.
• After each piece of information ask the learners who they think you are talking about, until someone guesses correctly.
• Repeat.

**Extension activities / Homework**

• If learners have internet access at home, ask them to complete the module online.
• Ask the learners to use the information from **Task 9** to write about their partner as an extension activity or for homework.
• Write a selection of the questions and answers on pieces of paper, one word per sheet and at the beginning of the next lesson, ask the learners to line up at the front of the class in the right order to make the questions and answers.
• Ask learners to bring pictures of friends and family to the next lesson for other learners to ask about.