

## Activity 5: Questions & Answers

<b>Activity aim:</b>	Learners notice different forms of questions and the difference between open and closed questions. They then create some questions for the other learners to answer.
<b>Time:</b>	15 - 20 minutes
<b>Delivery:</b>	<p>This activity works best if learners can work in small groups to start with. Below are the delivery steps:</p> <ol style="list-style-type: none"> <li>1. Put the learners into small groups of three or four. Ask them to think of some questions they have been asked recently. When all the groups have got a few, ask for examples and write some on the board, leaving room for the answers next to them. Alternatively, show the PowerPoint presentation slide of questions that accompanies this activity.</li> <li>2. Ask the learners to think about the answers to the questions, either that they gave, or that they might give, if asked. Write them up next to the questions or show the next slide with answers on.</li> <li>3. Which of the questions could we just answer with 'yes' or 'no'? Highlight those questions and get the learners to notice what they usually start with: 'Do', 'Is' or 'Are'. Point them out and tell the learners that we call them 'closed' questions.</li> <li>4. Mention that questions that start with <i>wh- words</i> usually need longer answers and that they are 'open' questions: 'Who', 'What', 'When', 'Where', 'Why' and 'Which'. Also, mention that 'How' is an open question and usually needs a longer answer.</li> <li>5. Give each group a question worksheet and ask them to come up with ten questions to ask another group. You might want to fold the worksheet in half, so they only focus on the question side to start with. If possible, ensure that one learner in each group can act as the scribe. Monitor their question formation to make sure they are grammatically correct and easy to understand.</li> <li>6. When the questions are ready, give each group a set of questions from another group and ask them to answer them all. When they have had time to think about their answers, ask each group to share which question they found hardest to answer, and which was easiest. Why did they feel that?</li> </ol>

**Differentiation:**

- Learners working at a higher level may be ready to discuss the idea of verbs starting questions, including '*have/has*' as well as '*do*' and '*is/are*'.
- Learners working at a lower level might find the open questions harder to answer, so you could either stick to closed questions or offer more support with the answers to the open questions.