

CHAPTER

5

Questions

5.1 YES/NO QUESTIONS

- Short Answers 1
- Short Answers 2
- Are You the One?
- Human Bingo
- Twenty Questions 1
- Twenty Questions 2

5.2 INFORMATION QUESTIONS

- Board Game
- The Newlywed Game
- You're the Reporter
- A Business for Your Town

5.3 INFORMATION QUESTIONS AND/OR YES/NO QUESTIONS

- Question Order
- What's the Question 1?
- What's the Question 2?
- Question and Answer Practice
- Answering Ads

5.4 TAG QUESTIONS

- Tag Questions

These games and activities concentrate on the practice of question word order in verb tenses. Although the worksheets may feature just one tense, you can adapt them for other tenses, or as a review for all verb forms. See Chapters One and Two for other games and/or activities that also use questions as part of the activity.

5.1

YES/NO QUESTIONS

1. SHORT ANSWERS 1

Materials: Worksheet 33A or 33B, or your own strips with answers

Dynamic: Pairs/Small groups

Time: 15 minutes

Procedure:

1. Arrange students in pairs or groups of three or four. Give each group a strip with short answers on them. Have the students work together to write questions for the answers.

NOTE: *If you are using a worksheet, choose the one appropriate to your level. Preferably, use the worksheets as models for making your own.*

2. Have each group read the questions and answers aloud and let the rest of the group judge whether the questions are appropriate.



2. SHORT ANSWERS 2

Materials: None

Dynamic: Pairs/Small groups

Time: 25 minutes

Procedure:

1. Divide the class into pairs or groups of three or four. Have each group write five short answers on a piece of paper. You can either limit the answers to certain verb tenses or let students use any tense for review.
2. Each group exchanges papers with another group. Each group then creates questions for the answers provided by the other group.
3. Return the papers to their originators and have the group or pair that created the answers now check that the questions written by the other group or pair are good matches for their answers.



3. ARE YOU THE ONE?

Materials: Worksheet 34A or 34B

Dynamic: Whole class

Time: 20 minutes



Procedure: 1. Distribute a copy of the worksheet to each student. Tell them to circulate, asking questions as in the model for each of the phrases.

Example: **Worksheet:** plays volleyball

Student A: Do you play volleyball?

Student B: Yes, I do.

2. When another student responds *yes*, the student asking the question writes the responding student's name on the blank. If the student answers *no*, the questioner continues until he/she finds someone who answers *yes*.
3. When a student completes the worksheet, he/she sits down, but should be prepared to answer other students' questions.
4. Go over as many of the questions/answers as time allows.

NOTE: *You can limit answers to only one yes answer per student. This avoids students pairing up and just talking to one or two other students. Or you may want to allow students to write a classmate's name as many times as that student answers yes.*

4. HUMAN BINGO

Materials: Worksheet 35A

Dynamic: Whole class

Time: 20 minutes



NOTE: *Worksheet 35A contains some items in the present perfect, so it should be used only with intermediate/advanced classes. By adapting the worksheet to eliminate the present perfect, you can use this game in beginning classes. Use the blank Worksheet 35B to create your own game. At the higher levels especially, you may want to use the blank to create a game that is more interesting for your students by using "real" information about them.*

Procedure: 1. Copy a handout for each student. Worksheet 35A is for reviewing all verb forms. To limit this activity to one verb tense, reword the phrases so that the questions are in that tense and use Worksheet 35B.

2. Review question formation, if necessary, so the students are able to form questions from the prompts.
3. Tell students to circulate, asking their classmates questions as indicated by the prompts. If a student answers *yes*, the student asking the question writes that student's name after the prompt. If the student answers *no*, the questioner continues asking until he/she finds someone who answers *yes*.
4. As in Bingo, there are several ways to win.
 - a. The first student who gets five names in a row wins.
 - b. The first student who fills in the four corners wins.
 - c. The first student who completes the board wins.
 - d. The first student who makes a cross wins (third row down and third row across).
 - e. Use any other variation you choose.
5. After a winner is found, go over the tense used and why (could be fact or habit) and some of the answers ("Who speaks Spanish?" "Who has more than one pet?").

SUGGESTION: *This is a great game to play at any holiday time. Fill in the blank worksheet with prompts related to the holiday and whatever tense you're working on at the time.*

5. TWENTY QUESTIONS 1

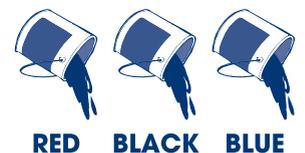
Materials: None

Dynamic: Whole class

Time: 10 minutes

Procedure:

1. Choose a category (famous people, occupations, food, animals, etc.)
2. Choose one student to answer questions from the rest of the class. Show the student a word on a piece of paper (what he or she is). The word should be an object or person. Have this student sit in front of the class. Instruct this student to answer only *yes* or *no* to any question asked of him/her.
3. Instruct the class to ask only *yes/no* questions. Their purpose is to discover the identity of the student in front of the class. The class is allowed only 20 questions. If they can guess the student's identity before or by the twentieth question, the class wins. If they do not guess correctly, the student wins. (Although this is based on the popular "Twenty Questions" game, you may want to actually vary the number of questions the class can ask. Be sure to make the number clear before the activity begins.)



Variation: To make the game more challenging, especially at the higher levels, you may want to omit step 1 so that the students use up some of their questions determining the category.

6. TWENTY QUESTIONS 2

Materials: Small pictures

Dynamic: Whole class

Time: 15 minutes

Procedure:

1. Tape a small picture on the back of each student, staying within the same category (movie stars, politicians, animals, professions, etc.).
2. The students circulate and ask each other *yes/no* questions to discover “who” or “what” they are. The responding students look at the picture on the back of the questioners before answering. Circulate around the class to help out if the students are not sure of the answer. Instruct the students that they can answer “I don’t know” if they are unsure and you are not available to ask. In the example below, the first two questions can be answered with *yes* or *no* just by looking at the picture. The other two require that the student being questioned know the identity of the person in the picture. The following questions could be used with a famous-person picture:

Examples: Am I a woman?
Do I have blond hair?
Did I win an award?
Have I been in more than one movie this year?

If using a different category such as professions, the following type of questions may be asked:

Do I work in a hospital?
Am I wearing a uniform?
Do I work in an office?

3. For a competition, the first student to discover his/her identity wins. If it is not a competition, set a time limit and try to have as many students discover their identities as possible. When a student discovers his/her identity, be sure that he/she continues to answer questions for those students who are still guessing.



5.2

INFORMATION QUESTIONS

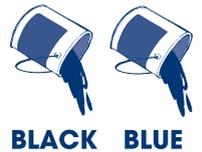
1. BOARD GAME

Materials: Worksheet 36
One die per group, one marker for each student

Dynamic: Groups

Time: 20 minutes

- Procedure:**
1. Divide the class into groups of four. Give each group one die, one game board, and a marker for each student in the group.
 2. The students roll the die and move around the game board by making questions for the answers on the board. The other students in the group judge whether the questions are appropriate and grammatically correct. Be sure to circulate to settle any disputes or questions that arise.
 3. The first student in each group who reaches the end is the winner.



2. THE NEWLYWED GAME

Materials: 4 or 5 large pieces of paper for each student volunteer

Dynamic: Whole class

Time: 40 minutes

- Procedure:**
1. Ask for volunteers or nominations from the class to form four sets of “newlyweds.” There will be four “husbands” and four “wives.” Choose a theme, such as *food*, *work*, *weekends*, or *relatives*, to give the couples a focus in preparing their “marriage.”
 2. If your theme is food, tell the “husbands” that you are going to ask them questions about the eating habits of their “wives.” Then send each “husband” and “wife” pair to a different part of the room to exchange information. Stress that only the “husband” needs to get information from the wife at this stage. The “wife” doesn’t need to know about the eating habits of the “husband.”
 3. Have the remaining students come up with a list of questions (based on the theme) that will be directed to the “husbands.”



Possible questions:

- What does your wife put in her coffee?
- What is her favorite fruit?
- What food does your wife hate?
- Where does she like to go for dinner?
- How does she like her eggs/steak cooked?

If there is time, have the class think of a prize, such as an all-expenses-paid week in Hawaii.

5. When you have four or five questions and the “husbands” have had about 10 minutes to get the necessary information, recombine. Have the “husbands” and “wives” sit on opposite sides of the room, facing each other. Write the couples’ names on the board and ask for a volunteer scorekeeper. Have another volunteer be the announcer; give the announcer the questions.
6. The announcer reads the questions slowly and carefully to the couples. Both “husbands” and “wives” write down their answers. (Other students watch to make sure there is no eye-contact or hand signals between them.)
7. When all the questions have been asked and the answers written, the announcer reads the questions again, but this time the couples show what they have written. The scorekeeper gives points if the answers match. The winning couple gets the prize.
8. Switch roles. Choose a new theme and have the “wives” get information from the “husbands.” Repeat the steps. (At this point, you may want to choose new “couples.”)

3. YOU’RE THE REPORTER

Materials: One newspaper article for each student

Dynamic: Pairs

Time: 40 minutes

- Procedure:**
1. Either provide a newspaper article for each student, or ask students to bring one to class (a previous night’s homework assignment). If you have time, distribute old news magazines which students can use to find articles. You may want to suggest an approximate size for these articles.
 2. Have students read the article and write five to eight *Wh*-questions based on it.
 3. Divide the class into pairs. Have the partners check each other’s questions for grammatical accuracy. Then the partners trade articles and answer the questions by reviewing the material in the news articles.



BLUE

4. A BUSINESS FOR YOUR TOWN

Materials: Pencils and paper

Dynamic: Groups

Time: 45 minutes

Procedure:

1. Discuss with the class what types of businesses there are in your area and what types of businesses students might like to set up.
2. Divide the class into groups of approximately four. Tell the groups that they are going to research and design a new business for their town. To determine whether the business will be successful, they must design a simple survey (5–10 questions) that will give them the necessary information about the kind of business that they choose to set up.
3. Help the students come up with *Wh*- questions for their survey. The following questions could be used for a shoe store.
 - What kind of shoes do you wear?
 - How many pairs of shoes do you have?
 - How much do you spend on a pair of shoes (on average)?
 - What color shoes do you like?
 - Where do you buy your shoes?
 - How many people are there in your family?
4. Students should write simple questionnaires and make copies for each group member. (You may need to do this.) Each member should do at least five interviews with people in the community. (You may want to assign this step for homework.)
5. After interviewing community members, students regroup and compare results. Results can be compiled in the form of a bar graph. They can then make an educated decision about whether the “business” will fail or succeed. The groups then present their results to the class in a mini-presentation.



BLUE

5.3

INFORMATION QUESTIONS AND/OR YES/NO QUESTIONS

1. QUESTION ORDER

Materials: Cards or strips of paper

Dynamic: Groups

Time: 10 minutes



RED BLACK

Procedure: 1. Prepare a list of questions for this activity. Make questions with enough words so that each student will have one card.

Example: Where has he already traveled?

Cards or strips:

Where	has	he	already	traveled
-------	-----	----	---------	----------

2. Arrange students in groups corresponding to the number of words in each question. Give each group one cut-up question.
3. Have the group put the words into correct question order. When they have finished, call each group to the front of the class and have the students stand in order, holding the cards. (If a student is absent on the day of this activity and you have an extra card, simply have a student hold up two cards.) The rest of the class judges if the order is correct.

NOTE: *This activity can be used at any level. Just prepare questions that cover the tenses/structures that you want to review. If you want to use punctuation, include that on a card also.*

2. WHAT'S THE QUESTION 1?

Materials: Board

Dynamic: Small groups

Time: 20 minutes



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Procedure: 1. Write a list of answers about yourself on the board. Divide the class into groups of approximately three. Students are to write logical and grammatical questions that correspond to your answers. Accept any question that fits the answer. For example, if you write "1995" on the board, you would have to accept questions

such as *When were you married? When did you move here? When did you begin teaching?* The questions can be humorous as long as they match the answers.

Example: Answer: Las Vegas
Questions: Where are you from?
Where did you go on vacation?
Where did you live before you moved here?
Where were you arrested?

Answer: 20

Questions: How old are you?
How old were you when you got married?
How many sweaters do you own?
How many years have you been teaching?

2. After all groups have finished, go around and have each group read its question for each answer.
3. If you are playing as a competition, give each group a point if the question is grammatically correct. In the first example above, all groups would get one point. But if a question is grammatically incorrect, such as *How old is you?*, do not give them a point. Tell them it doesn't matter what the "real" question is as long as it is grammatical, although students usually want to know if they are correct (unless they are being purposely funny). To satisfy their curiosity, you could give one point for a grammatical question and then another point (or 1/2 point) to the group(s) that have the "real" question.

Sample answers:

1. Linda.	5. Yes, once.
2. Buffalo, N.Y.	6. Next month.
3. Two.	7. Since 1987.
4. Yes, I do.	

NOTES: *I usually use 10 answers, but that is up to you. Also, if you plan to give extra points for the "real" question, put on the board only the information that you are willing to share about yourself.*

While it is more interesting to play this game at intermediate and advanced levels with a variety of verb tenses, it can be played at the beginning level if you write answers that generate questions using only the verb forms the students have studied. For variety, you can incorporate frequency adverbs and modals.

As a follow-up, have students write short answers about themselves on a piece of paper, then exchange papers with a partner who will devise questions. Last, the students exchange papers again and discuss the accuracy of the questions—first grammatically, and then factually.

3. WHAT'S THE QUESTION 2?

Materials: Worksheets 37A and 37B

Dynamic: Pairs

Time: 20 minutes



RED

- Procedure:**
1. Arrange students in pairs and give one student Worksheet 37A and the other Worksheet 37B. They should work separately to write the appropriate question for each answer. The questions must correspond to the underlined word. For example, given the answer *Kathy worked yesterday*, the correct question is *When did Kathy work?* Such questions as *Where did Kathy work?* or *Did Kathy work?* would not be acceptable.
 2. The partners exchange papers and check each other's questions. They also help each other rewrite any questions not worded correctly.

4. QUESTION AND ANSWER PRACTICE

Materials: Notecards

Dynamic: Whole class

Time: 15 minutes



RED BLACK BLUE

- Procedure:**
1. Before class, write one notecard per student. Each notecard should have a subject (person) and a time expression.

Examples:

She / every day	You / in the morning	The president / every week
Your children / weekends	The teacher / on Fridays	My friends and I / on Saturday nights

2. Have students sit in a circle. Hand out the notecards and give everyone a minute or two to think about the question they will ask, using the information on their notecard. For example, if a notecard says "Your friends / last night," possible questions include *What did your friends do last night?* and *Did your friends do the homework last night?* Any grammatical question is acceptable as long as it uses the words on the card.
3. After giving everyone a minute or two, choose one student to begin. That student chooses any other student in the class and asks his/her question. The asker must address the answerer by name and ask the question. The answerer replies in any logical

way, using the correct tense. The asker then accepts the answer if correct, or asks for clarification if he/she detects an error. (You may need to facilitate here when you are the only one who detects an error.) The answerer then becomes the asker and chooses another student in the class to direct his/her question to.

Variations:

This activity can be used to practice only one tense at a time, or it can be used as a review of many tenses. It becomes a real listening activity when students are reviewing several tenses and must listen for clues to past, present, or future.

Students can also be given an answer card. On the answer card is only a verb in the simple tense. The student answering has to use that verb in his/her answer in the appropriate tense.

5. ANSWERING ADS

Materials: Several “for sale” ads from a newspaper

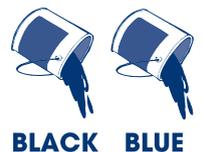
Dynamic: Pairs

Time: 30 minutes

Procedure:

1. Group students in pairs and give Partner A one ad, Partner B a different ad. Car or apartment ads work well. The students take turns role playing telephone conversations based on the ads. For example, Partner A calls Partner B and asks questions about his/her ad.
How old is your car?
What color is it?
Are there many miles on it?
2. Student B supplies answers based on the information in the ad. If some information is missing, instruct students to give a reasonable answer. For example, if student A asks, “What color is your car?” and the ad doesn’t mention color, Student B makes up an answer.
3. Reverse roles, with Student B calling Student A to inquire about his/her ad.

NOTE: *Each student in a pair needs a different ad, but all Student As can have the same ad, and all Student Bs a different one. That is, you will need only two ads and copy the number you need for your class. If you want the student pairs to act out their role playing for the class, you may want to provide a different ad for each student. This way, all conversations will be different when they are presented to the class.*



5.4

TAG QUESTIONS

1. TAG QUESTIONS

Materials: Worksheet 38

Dynamic: Whole class

Time: 20 minutes

- Procedure:**
1. Give each student a copy of the worksheet. Direct the students to fill in the missing tag questions.
 2. The students then circulate, asking their classmates the questions. When they receive a *yes* answer, they write the student's name on the line.
 3. If you do this as a competition, the first student who finishes is the winner. Otherwise, after all students have finished or a certain period of time has passed, ask students at random to give answers.

Example:

Instructor: Who was absent from school yesterday, Maria?

Maria: Yoko was absent from class.



BLACK



Worksheet 33A: SHORT ANSWERS (PRESENT/SIMPLE PAST)



Yes, he does.

No, they aren't.

Yes, it is.

No, he isn't.

Yes, we were.

No, I don't.

Yes, I sometimes do.

No, we didn't.

Yes, it does.

No, we don't.

Yes, I usually do.

No, you don't.

Yes, I did.

No, I wasn't.

Yes, you are.

No, he isn't.

Yes, we were.

No, she wasn't.

Yes, she did.

No, it wasn't.

Yes, I am.

No, I didn't.

Yes, they were.

No, we aren't.

Yes, she was.

No, we weren't.

Yes, it did.

No, you weren't.

No, I am not.

Yes, he was.

No, we don't.

Yes, they are.



Worksheet 33B: SHORT ANSWERS (ALL TENSES)



Yes, he does.	Yes, we were.
No, they weren't.	No, I haven't.
Yes, it has.	Yes, I sometimes do.
No, he hadn't.	No, we didn't.
Yes, it does.	Yes, I do.
No, we didn't.	No, I wasn't.
Yes, I usually have.	Yes, you are.
No, you hadn't.	No, he hasn't.
Yes, we were.	Yes, I am.
No, she didn't.	No, I didn't.
Yes, she had.	Yes, they have.
No, it isn't.	No, we had not.
Yes, she was.	No, I am not.
No, we haven't.	Yes, he has.
Yes, it does.	No, we don't.
No, I hadn't.	Yes, they did.



Worksheet 34A: ARE YOU THE ONE? (PRESENT TENSE)

Ask your classmates questions using the phrases. When you get a yes answer, write your classmate's name in the blank across from the phrase. If you get a no answer, continue asking classmates the same question until someone gives you a yes answer.

plays volleyball	
speaks three languages	
likes cats more than dogs	
has traveled to Europe	
likes to speak English	
watches TV every day	
takes the bus to school	
has a last name that begins with the same letter as yours	
likes to go to the movies	
is afraid of snakes	



Worksheet 34B: ARE YOU THE ONE? (ALL TENSES)

Ask your classmates questions using the phrases. When you get a yes answer, write your classmate's name in the blank across from the phrase. If you get a no answer, continue asking classmates the same question until someone gives you a yes answer.

has been to Disneyland	
speaks more than two languages	
had a headache last week	
is going shopping this weekend	
is older than you are	
has gone to more than one movie this month	
was late to class this week	
has a first name that begins with the same letter as yours	
had graduated from high school or college before coming to this school	
will go to college	



Worksheet 35A: HUMAN BINGO

has been to Hollywood	eats at fast-food restaurants more than three times a week	has more than one pet	was active in sports in high school	had a toothache in the last year
is single	listens to music while studying	speaks Spanish	is a party animal	has gotten a speeding ticket
has had a job	knows how to use a computer	has gone water skiing	has seen a tourist attraction in Europe	has a younger brother
has gone bungee jumping	has blue eyes	has met someone famous	knows what the limbo is	can name two U.S. presidents
has seen the Grand Canyon	can drive a stick-shift car	has four living grandparents	was late for class this week	forgot to brush teeth this morning



Worksheet 35B: HUMAN BINGO



Worksheet 36: BOARD GAME

START →	My rent is due on Thursday.	I failed the test.	I ran out of gas, and I don't have any money with me.	My sister lives in Wyoming. ↓
I love to swim. ↓	We're going to Disneyland because my friend has never been there.	I need to borrow some money for lunch.	I had a doctor's appointment at 10:30.	I got my hair cut. ←
→ I'm going to the movies tomorrow.	I have freckles on my nose.	I have three cats and a dog.	His name is Matthew.	I gained a lot of weight over the holidays. ↓
↓ She poked me in the eye.	I love horses.	My family lives far from here.	I'm worried about my sister. She's never been this late before.	He's crying because another kid pushed him. ←
→ She's my mother.	He's going bald.	I look just like my grandmother.	He twisted his ankle and couldn't go on the ski trip.	My shoes are worn out. ↓
↓ I have some free time later today.	I'm planning to graduate in the fall.	The water in the bathtub is overflowing.	There's a fire truck out front.	That man just grabbed my purse! ←
→ I just bought a new Mustang convertible.	I've had a headache all day.	This book belongs to my best friend.	I just couldn't resist.	THE END



Worksheet 37A: WHAT'S THE QUESTION 2?

Write a question for each of the answers. Use a question word that corresponds to the underlined parts of the sentence.

Example: When did Kathy work? Kathy worked yesterday.

1. _____ John watched T.V.

2. _____ Mary studied in the library.

3. _____ She was talking to Debbie.

4. _____ The movie began at 7:30.

5. _____ Ali went to the dentist because he had a cavity.

6. _____ My watch cost \$35.00.

7. _____ I bought three bags of ice.

8. _____ They missed the party because they had a flat tire.

9. _____ I am going to the zoo today.

10. _____ Akiko saw a movie last night.



Worksheet 37B: WHAT'S THE QUESTION 2?

Write a question for each of the answers. Use a question word that corresponds to the underlined parts of the sentence.

Example: When did Kathy work? Kathy worked yesterday.

1. _____ Jeremy played baseball.

2. _____ José rode his bike to school.

3. _____ I was writing a letter to my mother.

4. _____ Class begins at 8:00.

5. _____ Ken stayed home last night because he didn't have enough money for the movie.

6. _____ Kenji has three sisters.

7. _____ I spent \$300.00 on gifts for my family.

8. _____ My parents were angry because I didn't leave any gas in the car.

9. _____ Mohammed is going to visit me next week.

10. _____ Yuko bought a new coat at the mall.



Worksheet 38: TAG QUESTIONS

Write the missing tag questions following the statements. When you finish, ask classmates the questions until you find someone who answers yes. Write that student's name in the space before the questions.

- _____ 1. You were absent from school yesterday,
_____ ?
- _____ 2. You know at least three languages,
_____ ?
- _____ 3. You will visit your relatives when you return home,
_____ ?
- _____ 4. You had a job in your country,
_____ ?
- _____ 5. You're thinking of getting married next year,
_____ ?
- _____ 6. People should be more careful when they drive,
_____ ?
- _____ 7. You live with a roommate,
_____ ?
- _____ 8. You can ski, _____ ?
- _____ 9. You have been in this city for more than three weeks,
_____ ?
- _____ 10. You will travel after this school term ends,
_____ ?