

## Question strategies

**Grade:** GESE Grade 9 (CEFR B2.3)

**Time:** 45 minutes

**Skill focus:**

- ▶ To demonstrate understanding and appropriate responses to a wide variety of questions

**Aims:**

- ▶ A speaking activity to raise awareness of question types
- ▶ To practise use of and response to a variety of questioning strategies

**Resources:**

- ▶ Plain paper
- ▶ Question strategies handout (below)

### Question strategies for conversation

- ▶ Divide class into groups of 3. One student is to be observer and the other two have a conversation – give observers a slip of paper with the following instruction:

*You are going to hear a conversation between two people. Listen carefully and write down any **questions** that you hear.*

- ▶ **NOTE:** Don't let the rest of the group know what the observer is doing
- ▶ Brainstorm a list of topics that the group would be interested in talking about and list these on the board. These should be topic conducive to language of B2.
- ▶ Divide class into groups of 3. One student is to be observer and the other two have a conversation – give observers a slip of paper with the following instruction:

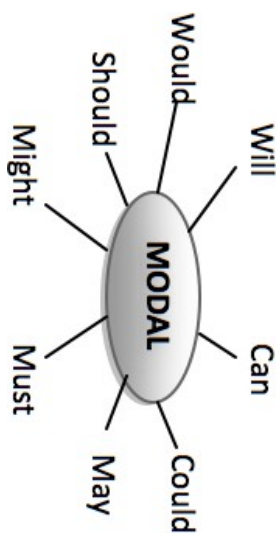
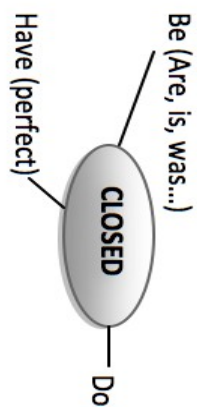
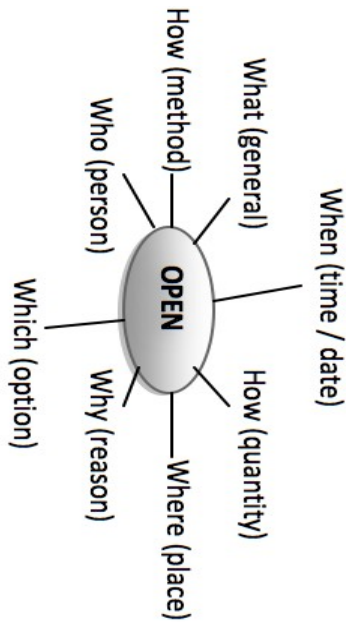
Example topics:    *Pollution*        *Public figures*        *Technology*  
                              *Education*        *Village life*        *Customs*  
                              *Society*        *Design*        *Work*

- ▶ Ask the groups to choose a topic and then discuss for 3 minutes – the observer listens for questions used.
- ▶ Elicit feedback from the observers and list the question types on the board. These are likely to be predominantly open and closed questions.
- ▶ Elicit the different question types that teachers expect their students to use in a conversation task.
- ▶ Introduce different question types as per the handout below. This can be done using a role-play demonstration with a teacher using the different question types and asking the group to notice what different types of question are used.
- ▶ Students then repeat the discussion activity above. During the discussion the observer uses the check-list, like the example given below, to tick off the question types used as the activity progresses. The objective is for pairs to attempt to use all question types. Note: if language support is required, example questions could be provided on a separate handout.
- ▶ Feedback – ask observers what question types they heard in the second conversation. Check which types were easiest to use and which were the most effective.
- ▶ Explain that the most common question form in conversation is in fact *statement questions* and that *open* and *closed* questions have very similar outcomes.

### Question checklist

Question type	Used?	Question type	Used?
Open		Echo	
Closed		Conditionals	
Modal		Statement	
Question tags		Conjunctive	

## Question strategies – Handout



### QUESTION TAGS

You haven't been to Portugal before, **have you?** (- +)

You don't like chocolate, **do you?** (+ -)

### ECHO

(Repeating key words to encourage conversation)

### CONDITIONALS

If it rains will you call a taxi? (real)

If you go out, where will you go?

### STATEMENT

You live in Sweden? (rising intonation)

The company is successful?

### CONJUNCTIVE

Your company produces vehicles **and...**

You like Portugal **but...**