



QUESTIONS, QUESTIONS



Scan to review worksheet

Expemo code:

13SZ-B6C8-BXK3



1

Warm up

Match the questions to the locations.



- | | |
|--|-------------------------|
| 1. Why do I need to take two types of medicine? | a. at the bakery |
| 2. Did you put that money in my account last week? | b. at the bank |
| 3. Do you have any doughnuts today? | c. at the hotel |
| 4. I know we're late, but when did the movie start? | d. at the movie theater |
| 5. Where do I put my dirty laundry? | e. at the museum |
| 6. Who painted this picture? | f. at the pharmacy |
| 7. How much does it cost to send a postcard to Canada? | g. at the post office |
| 8. Who usually answers the phone? | h. at work |

How could you answer these questions?



2

Listening



Read the dialogues and guess the missing words. Then listen and check your ideas.

1. Why do I need to take two types of medicine? Because they _____ together.
2. Did you put that money in my account last week? Yes, we did. Is there a _____, sir?
3. Do you have any doughnuts today? No, sorry, we don't. We only have doughnuts on _____.
4. I know we're late, but when did the movie start? It only started _____ minutes ago. Do you want to go in?
5. Where do I put my dirty laundry? Please leave it _____ your room.
6. Who painted this picture? An artist named Mary Cassatt painted this picture in the _____ century.
7. How much does it cost to send a postcard to Canada? It costs one dollar for _____.
8. Who usually answers the phone? Barbara normally answers the phone, but she's _____ today.

Read the dialogues in pairs. Take turns asking and answering the questions.

3

Language point

Study the sentences and answer the questions:

Part 1:

1. **Did** you **put** the money in my account last week?
2. **Do** you **have** any doughnuts today?

How can you answer both of these questions?

Do these sentences refer to the same time?

Part 2:

1. Why **do** I **need** to take this medicine?
2. I know we're late, but when **did** the movie **start**?
3. Where **do** I **put** my dirty laundry?
4. How much **does** it **cost** to send a postcard to Canada?

Circle the question words in these sentences.

What time does each sentence refer to?

Explain why sentence 4 uses the auxiliary verb *does*.



Part 3:

These are **subject questions**. In **subject questions**, **who** is the **subject** of the question and refers to the subject of the answer.

1. **Who painted** this picture? **An artist named Mary Cassatt** painted this picture...
2. **Who usually answers** the phone? **Barbara** normally answers the phone...

Do we use the auxiliary verbs **do/does/did** in **subject questions**?

What time does each sentence refer to?

4

Practice

There are many question words in English. Read the mini dialogues and then complete the questions with one of these question words.

How much

What

When

Where

Which

Who

Whose

Why

1. When do tourists usually visit your country? They visit in the summer.
2. where do you live? I live in Madrid.
3. who lives with you? My parents and my brother live with me.
4. What did you do last weekend? I watched a film.
5. Why do you want to learn English? I want to learn English for my job.
6. How much did your shoes cost? They cost \$50.
7. Which type of ice cream do you prefer: vanilla or chocolate? I prefer vanilla.
8. Whose bag is this? It's mine.

Which question is a subject question?

Match the question words with the type of information they refer to.

- | | |
|----------------|-------------|
| 1. an activity | a. how much |
| 2. a choice | b. what |
| 3. the owner | c. when |
| 4. a person | d. where |
| 5. a place | e. which |
| 6. a price | f. who |
| 7. a reason | g. whose |
| 8. a time | h. why |



5

Speaking

Work in pairs. Choose a place and write five questions and answers that you hear there. Write different types of questions.

Which place? Choose one:

hotel	classroom	office	museum	bank	other ideas
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- Present simple - question word question:
- Answer:

- Present simple - yes/no question:
- Answer:

- Past simple - question word question
- Answer:

- Past simple - yes/no question
- Answer:

- Subject question - present simple or past simple:
- Answer:

Practice saying your questions and answers in pairs.

Use rising intonation for yes/no questions and falling intonation for question word questions.

Work with your partner to read your questions and answers out loud for the class. Can the class guess the location?



6

Extra Practice

Put the words in order to make questions; make sure you start with a capital letter and finish with a question mark (?). Then write answers to the questions. Write full sentences.

do / journalists / what / do

1. **What do journalists do?**

Albert Einstein / did / when / live

2. **When did Albert E. live?**

come / does / where / sushi / from

3. **Where does sushi come from?**

you / which / prefer / do / - tea or coffee

4. **Which do you prefer -tea or coffee?**

as a / pasta and pizza / eats / who / national dish

5. **Who eats pasta and pizza as a national dish?**

is / "the White House" / home / whose / called

6. **Whose home is called the White House?**

most people / do / why / emails not letters / send

7. **the person who owns something**

to use / how much / the bus / it cost / in your city / does

8. _____

Which question is a subject question?

Which question uses the past simple?





7

Optional extension

The question words *what* and *which* both refer to things. We can use them alone or in front of a noun.

- **What/which** is the tallest building in the world?
- **What/which** shop did you go to?

We use *which* when we are thinking of a limited number of choices.

- We've got doughnuts or cake. **Which** do you prefer?
- There are three sizes - small, medium, or large. **Which** size do you want?

We use *what* when there are many possible options.

- **What** language do they speak in Ghana?
- **What's** your email address?

Complete the gap with *what* or *which*.

1. _____ do you want to eat for lunch?
2. There's tea or coffee. _____ do you want?
3. _____ teacher gave you this homework?
4. _____ job do you want to do in the future?
5. _____ 's your favorite animal?
6. _____ news websites do you usually read?
7. _____ kind of music do you like?
8. This is a nice street. _____ house do you live in?

Ask and answer the questions in pairs.



Transcripts

2. Listening

- Dialogue 1:** (at the pharmacy)
- Pharmacist:** Here's your prescription.
- Customer:** Why do I need to take two types of medicine?
- Pharmacist:** Because they work together.
- Dialogue 2:** (at the bank)
- Customer:** Can you tell me my account balance, please?
- Bank teller:** I'll just check ... You have \$500.
- Customer:** Did you put that money in my account last week?
- Bank teller:** Yes, we did. Is there a problem, sir?
- Dialogue 3:** (at the bakery)
- Assistant:** Hi. Can I help you?
- Customer:** Do you have any doughnuts today?
- Assistant:** No, sorry, we don't. We only have doughnuts on Saturday.
- Dialogue 4:** (at the movie theater)
- Movie-goer:** I know we're late, but when did the movie start?
- Ticket office worker:** It only started 10 minutes ago. Do you want to go in?
- Dialogue 5:** (at the hotel)
- Staff:** Here's your room key. Do you have any questions?
- Guest:** Where do I put my dirty laundry?
- Staff:** Please leave it outside your room.
- Dialogue 6:** (at the museum)
- Guide:** And in this gallery, there's a collection of work by women artists.
- Visitor:** Who painted this picture?
- Guide:** An artist named Mary Cassatt painted this picture in the 19th century.
- Dialogue 7:** (at the post office)
- Staff:** Next, please!
- Customer:** How much does it cost to send a postcard to Canada?



Staff: It costs one dollar for airmail.

Dialogue 8: (at an office)

Worker 1: Who usually answers the phone?

Worker 2: Barbara normally answers the phone, but she's sick today.

Worker 1: I'll answer it then.



Key

1. Warm up

5 mins.

Call attention to the photos and elicit the locations: pharmacy, bakery, and post office. Elicit that the customer in the pharmacy is asking a question and ask students to predict what the question might be. Then explain the activity and give students a minute to match the questions and contexts. When you check answers, ask students to quickly formulate a possible response to each question, using their imagination. Accept any reasonable response - short answers are fine here.

1. f 2. b 3. a 4. d 5. c 6. e 7. g 8. h

2. Listening

10 mins.

Explain that students will be working with the questions from the Warm up and that they will be predicting and then listening to responses to these questions. Prediction is an important skill for students at low levels. Demonstrate with the first mini-dialogue - accept any reasonable answers; it's fine if students can recognize the type of information that's missing, for example, a number or a day of the week. Students can work in pairs to make predictions. Monitor and support as necessary. Then play the recording for students to check their ideas and update their answers. They can listen twice if they need to. Finally, ask students to work in pairs to read the questions and responses.

- | | | | |
|------------|------------|-------------|---------|
| 1. work | 2. problem | 3. Saturday | 4. 10 |
| 5. outside | 6. 19th | 7. airmail | 8. sick |

3. Language point

10 mins.

This activity has three sections; go through them one by one, focusing first on the examples and then asking students to answer the questions. In section 2, if your class is monolingual, it may be helpful to use students' L1 to explain *auxiliary verb*. Subject questions with *who* are briefly introduced in section 3. It may be helpful to use students' L1, if your class is monolingual, to explain *subject* (the person who performs the action of the verb in a sentence). Remind students that we use rising intonation for yes/no questions and falling intonation for question-word questions. Drill the example sentences with the students.

Part 1:

- | | |
|---------------|--|
| 1. Yes or no. | 2. No, the first sentence is the past simple and the second is the present simple. |
|---------------|--|

Part 2:

1. Why, when, where, how much.
2. Sentence 2 is the past simple, sentences 1, 3, and 4 are the present simple.
3. Because the subject is the third person singular pronoun *it* (and the tense is the present simple).

Part 3:

1. No, we don't use auxiliary verbs in subject questions.
2. Sentence 1 is the past simple and sentence 2 is the present simple.



4. Practice

10 mins.

There are two parts to this exercise. First students read questions and answers and complete a gap-fill with question words. Pose the follow-up question to call attention to the new form: subject questions. Then students formalize their understanding by matching the question words with the type of information they refer to. There may be some new items here for students or items they haven't seen in a while. It may be helpful to use students' L1, if your class is monolingual, to explain any unfamiliar items.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | | | |
|---------|-------------|----------|----------|
| 1. When | 2. Where | 3. Who | 4. What |
| 5. Why | 6. How much | 7. Which | 8. Whose |

Which question is a subject question:

1. Who lives with you?

Question words:

- | | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1. b | 2. e | 3. g | 4. f | 5. d | 6. a | 7. h | 8. c |
|------|------|------|------|------|------|------|------|

5. Speaking

13 mins.

In this stage, students will activate the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions. Make sure students understand the aim of the activity is to practice present and past simple questions and answers and that they need to use their imagination!

Set up A/B pairs. Students can work alone or in pairs to select one location and write questions and answers that they might hear in this place. Students may need your assistance with vocabulary or you could allow the use of dictionaries. Monitor and support as necessary - the priority is to get the grammar right for the questions. Variation: students can change the location for each question.

Students should practice and perform some/all of their questions in random order for the class. Listeners can guess the location. You can also ask listeners to identify the type of question they heard. Round up the activity with error correction, including pronunciation and intonation.

6. Extra Practice

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. What do journalists do? Journalists write articles.
2. When did Albert Einstein live? Albert Einstein lived in the 19th and 20th centuries.
3. Where does sushi come from? Sushi comes from Japan.
4. Which do you prefer - tea or coffee? Sample answer: I prefer tea.
5. Who eats pasta and pizza as a national dish? Italians eat pizza and pasta as a national dish.
6. Whose home is called "the White House"? The president of the United States' home is called "the White House".
7. Why do most people send emails not letters? Most people send emails because they are faster than letters.



8. How much does it cost to use the bus in your city? Sample answer: It costs \ \$2 to use the bus in my city.

Questions about the task:

1. Who eats pasta and pizza as a national dish?
2. When did Albert Einstein live?

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students compare the uses of two similar question words. Go over the information and give students a couple of minutes to complete the gap-fill. They need to consider whether the speaker and listener share an idea of a limited range of options or whether there are unlimited options. Check answers and drill pronunciation. You could point out that we cannot make contractions with *which*. Then students can work in pairs to ask and answer the questions in full sentences.

- | | | | |
|---------|----------|----------|----------|
| a. What | b. Which | c. Which | d. What |
| e. What | f. Which | g. What | h. Which |