Lesson Plan © Easy Access English

Any Questions?



EAE Learning objectives for this lesson

Question forms and dealing with/responding to questions. Intonation, linking words, role-plays

Activity 1: Q & A



a. How long have you been doing your job?

b. Do you present information to people, how?

c. Do you have a lot of experience teaching people?

d. When do you speak English, and what difficulties do you have?

Activity 2: In partners, present your project to the class

You are going to make a little presentation about what you do in your job

When you are finished, the other students will bombard you with questions, that you must do your best to spontaneously answer! We will see which team is the most successful.

Here is a bank of linking words to help you structure your presentation, and combat any questions:

Although **however** **whereas** **firstly** **finally** **in addition**

Furthermore **also** **at present** **therefore** **since**

Activity 3: Question forms

Sentences can change a lot depending on the questions we ask: Check out these examples:

AUXILIARY VERBS IN OBJECT QUESTIONS

Auxiliary Verb + Subject + Main Verb

Do you study engineering?
How often did you visit London when you lived in the UK?
How long have you worked here?

EXCEPTIONS TO THE RULE – TO BE – PRESENT AND PAS SIMPLE

The verb 'to be' takes no auxiliary verb. In this case place the verb 'to be' before the subject to ask a question

Is she here? / Are you married? / Where they at school yesterday?

AUXILIARY VERBS IN SUBJECT QUESTIONS

Who / Which (kind of / type of) + Auxiliary Verb + Main Verb

Which type of school provides the best education?
Who is going to speak at the conference next week?
What type of company employs thousands of people?



Activity 4: Game Time! Questions Only!

First we are going to watch this video clip to understand the game - https://www.youtube.com/watch?v=tkxRzV3gtDc

A person from each team will stand up and face the other person from the other team

They must act out the scenario, but they can only communicate with questions. If someone fails to ask a question, or takes too long, the teacher will sound the buzzer, and the person must change

Activity 5: Dealing with questions

When you have to answer questions it can be very stressful.

Fortunately, there are some expressions we can use to help us against a bombardment of questions.

Here are some very useful ones:

Paraphrasing the question

So, what you're asking is...

If I've understood your question correctly, you're saying..

So, you want to know...

Getting the questioner to rephrase

Sorry, I'm not quite with you. Could you repeat that?

I'm afraid I don't quite see what you mean

I'm sorry, I don't follow you...

Postponing an answer

Before we tackle that, I need to add...

I'm sorry, but I don't have that information to hand

Can I get back to you on/about that?

Explaining lack of expertise

I'm afraid that's not my field, but...

I'm not in a position to comment on that

Rephrasing your answer

Let me put it another way

Ok, allow me to rephrase what I said

In other words...

Diverting the question

I don't know...but what I do know is...

The real issue is...

Well what we really should focus on...

Stalling for time

That's a very interesting question...

Well, I'm glad you asked...

As I said earlier/before

Admitting ignorance

I'm sorry I don't know the answer to that right now, but what I can do is find out and give you an answer by tomorrow

I'm not entirely sure, let me get back to you on that

TAKE NOTE OF THESE EXPRESSIONS!

WE ARE GOING TO USE THEM IN FOLLOWING ACTIVITIES!

Activity 6: **Intonation and linking words**

In English, it is also important HOW we say things. We can use our voice to add stress, intonation, and pitch to make us more interesting to listen to. It's important to **GO DOWN** with your voice at the end of a sentence so the speaker knows you are finished. It's also important for your voice to **GO UP** at the end of a **QUESTION**, so the person you are speaking to knows they have to answer.

Also, here are some more linking words you can use for the next activity, to help construct arguments and convincing presentations!

In contrast **Despite** **As a result** **Essentially** **The first step is to...**

In conclusion **in summary** **all things considered** **given these points** **in brief**



Activity 7: **Presentation Time!**

In partners, present a new invention to the class

Use intonation and linking words that we have learnt in today's lesson

The other students must BOMBARD you with questions. Try to use the expressions in *Activity 5*, to help you answer the questions.

Activity 8: **Article – Read the article, paying attention to your stress and intonation, then anwer the questions - http://www.ascd.org/publications/books/103113/chapters/Clarity-About-What-Makes-a-Classroom-Inspiring-to-Students.aspx**

Inspiring Students

By focusing on five student potentials that teachers have the power to influence and that directly contribute to school success, we are able to inspire students. These five student abilities are dignity, energy, self-management, community, and awareness. We refer to them collectively as DESCA.

***D* Is for Dignity**

Deep down, students *want* to live and work with dignity. They do not want to feel belittled, demeaned, diminished, unimportant, unworthy. Yet traditional school practices can fail to take advantage of this ability to work with dignity. We might, for example, take care to

- Avoid embarrassing students, as by temporarily backing off when some feel blocked or are otherwise unable to learn what we are asking them to learn.
- Find practical ways to give students credit whenever they do the best they can, even when that falls far short of mastery.

***E* Is for Energy**

Students in fact, *want* to engage life energetically. They suffer when they must sit still or stand around for too long with nothing much to do. We want students to engage schoolwork with a

comfortable, steady flow of energy. To build on and draw out students' ability to do that, we might, for example

- Use very small groups, preferably pairs, to reduce chances that some students will be left uninvolved in group work.
- Adopt instructional procedures that allow students to occasionally move about so they can vent any built-up restlessness.

***S* Is for Self-Management**

We do not want students asking us every little question that comes to mind. Rather, we want them to think for themselves, managing themselves as intelligently as they can.. To nurture students' self-managing ability, we might

- Include choices in each homework assignment; for example, give options on how many questions to answer or on how to handle a topic.
- Allow students to select their own work partners, chairs in the room, or focus for a small-group discussion.

***C* Is for Community**

Students, as do we all, have an ability to get along and relate comfortably with at least some others. And they want to do so. They do not want to be rejected or isolated. Rather, they want to be in community with at least some others. If, then, we want to elicit students' more cooperative and generous abilities, we might

- Structure lessons so students can often help one another.
- Encourage talkative students to create enough space for all students to be able to speak out.

***A* Is for Awareness**

Finally, all students are aware beings. They are not meant to be bored. And we, of course, want students to stay alert and aware. That recommends we do not repress but rather develop this awareness ability. To do so, we might

- Find a way to help slower learners without boring faster learners.
- Change whatever we are doing whenever we notice student attention sliding, as by changing topics or procedures.



<u>Questions</u>

1. Which letter of 'DESCA' is the most important in your opinion

2. In partners, can you make a summary of the text and present it to the class

3. Does this relate to your experience in any way?

Activity 9: **Song Time! Listen to the song and fill in the gaps**



Imagine dragons – Radioactive

I'm waking up to ash and _____
I wipe my brow and I sweat my _____
I'm breathing in the _____
[Inhale, exhale]

I'm breaking in, _____,
Then checking out on the prison bus
This is it, the _____, whoa oh

Chorus
I'm waking up, I feel it in my _____
Enough to make my system blow
Welcome to the new age, to the new age
Welcome to the new age, to the new age
Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm _____
Whoa, oh, oh, oh, oh, whoa, oh, oh, oh, I'm _____

I raise my _____ and dye my clothes
It's a revolution, I suppose
We're _____ red to fit right in, whoa oh

Chorus

All _____ go, the sun hasn't died
Deep in my bones, straight from _____

Activity 10: **Role-plays – with a partner make a dialogue with your scenario**

Include questions, linking words, and expressions from *Activity 5* in your role-plays

a) You have made a new break-through in ecological energy.

You present it to your colleague, but they have a lot of questions

b) You think the government should give more money to your company

You present your case to the mayor, but he has a lot of questions

c) You are working on a new form of transport, which will revolutionize travel in big cities

You present your idea in a conference, but someone has a lot of questions for you

BONUS: **Your teacher will give you something to present to the rest of the class**

The other students can ask as many questions as you can – you must try to answer them

