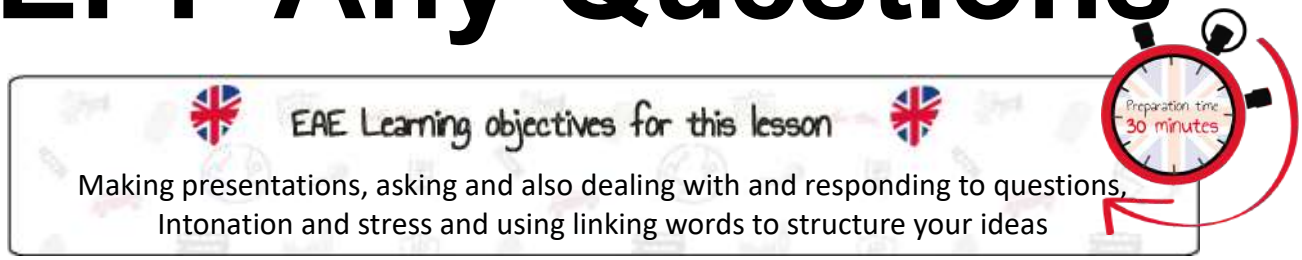
EPF Any Questions



Introduction –
Your teacher will ask you do to one of the following things below
You need to talk to the other people in your group to be able to follow the intructions as a team

1. Get in order of when your birthday is (day and month)
2. Get into groups of how you travelled to work today (by car / by bus / by train / by bicycle etc...)
3. Get into a line of how many years/months/days you have worked for EPF
4. Line up in alphabetical order of first names
5. See if you can find someone who has studied at the same school as you

Your teacher will now tell you three facts about themselves and you need to vote on which one you think is false!

Activity One – Questions and answers
With a partner, ask and answer the following questions together

1. How do you feel about making and listening to presentations in English?
2. What do you find the most difficult about participating in English meetings or listening to English presentations?
3. What is the key to a successful presentation or what is key to listening to and responding to someone's presentation?
4. How do you keep your ideas simple in English?
5. Do you feel confident when using English in different situations?

Activity Two – Present
In partners or small groups, create a new job by combining your jobs together and then present it to the class.

Structure your presentation using as many of the following linking words as you can.

Although	**however**	**whereas**	**firstly**	**finally**
Furthermore /in addition	**also**	**at present**	**therefore**	**since**

When you have finished your presentation, the other groups will ask you questions
Let's see who can deal with the questions the most successfully

Use the linking words to respond to those questions.

Activity Three – Question Review
Here is a quick review about forming questions



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?



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?

EXCEPTIONS TO THE RULE – TO BE – PRESENT AND PAST 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?

Activity four – Let's play!
Your teacher will choose to play one or all of these activities to practice asking questions

Part A
In partners or small groups, one person needs to think of a job at EPF / an object / a celebrity / a course offered by EPF
The other members of the group have to ask questions to discover what they are thinking of. You can only ask a maximum of 20 questions

Part B
Split into two teams.
Your teacher will give you a scenario and you will need to communicate with each other only using questions – if you don't use a question or your hesitate too long, then your team loses.

(here is an example of how to play this game https://www.youtube.com/watch?v=tkxRzV3gtDc if you are not sure of the rules)

Let's have a go!

Part C
Speed dating
In partners, ask each other questions to get to know one another better. Once your teacher sounds the buzzer, you have to change partners



Activity Five – Dealing with questions



Let's have a look at some useful expressions together

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 six – 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 Seven – Presentation time!
In partners present a new course that the school could offer! It can be as serious or an imaginative as you want it to be. Explain

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 Eight – Reading Comprehension

*Read the text with your partner and then present a **summary** to the rest of the class (clear, simple and concise)*

Source -
https://teach.com/what/teachers-change-lives/motivating-students/

Here are five effective ways to get your students excited about learning:

1. Encourage Students

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

2. Get Them Involved

One way to encourage students and teach them responsibility is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

3. Offer Incentives

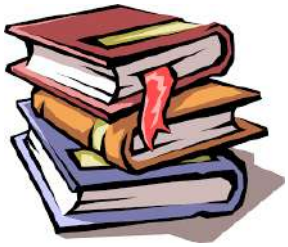
Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards give students a sense of accomplishment and encourage them to work with a goal in mind.

4. Get Creative

Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

5. Draw Connections to Real Life

"When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they're learning is important, they won't want to learn, so it's important to demonstrate how the subject relates to them. If you're teaching algebra, take some time to research how it is utilized practically for example, in engineering and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by "real" people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.



Activity Nine – Listening Comprehension
Listen to the first part of the song and fill in the gaps below
''What You Own'' - Rent

Don't breathe too deep
Don't think all day
Dive into _____
Drive the other way
That drip of hurt
That pint of _____
Goes away
Just play the game
You're living in America
At the end of the _____
You're living in America
Leave your conscience at the _____
And when you're living in America
At the end of the millenium
You're what you own

ROGER
The _____ cannot see
MARK
And the _____ cannot hear
ROGER
Yet I see Mimi everywhere
MARK
Angel's voice is in my ear
ROGER
Just tighten those _____
MARK
Just clench your jaw til you _____
ROGER
Just don't let go

Activity Ten – 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 present the school to new prospective student or partner companies.
They have lots of questions to ask you

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

