



TeachingEnglish

Classroom Language
Asking questions and eliciting

Worksheets



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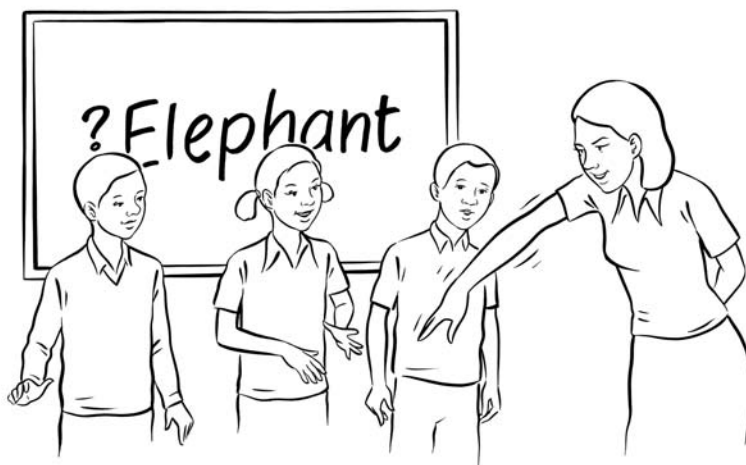
Asking questions and eliciting

1 Outcomes

Your trainer will explain the learning outcomes of the workshop.

2 Lead in - backs to the board

You play this game in two teams. You want to explain the meanings of words clearly.



3 Eliciting

Discuss these questions in your group.

- 1 What was the most important rule in the game?
- 2 Did you like the game?
- 3 Could you use it with your classes? Why / why not? Would you have to change it?
- 4 What different ways did you use to elicit the words / phrases? Did you give definitions, use gestures, mime etc?
- 5 Do you use any of these ways in the classroom with learners? Why / why not?

4 Asking Questions, part 1- question types

1 Look at the three dialogues from classrooms below. For each dialogue decide:

- why is the teacher asking questions? (for example, to give information)
- what type of questions is the teacher using? (for example, YES/NO questions)

One

Teacher Good, so that is a whale
 Teacher (1) **Is a whale big or small?**
 Learners Big. Very big
 Teacher Yes, that's right. (2) **Is it a fish or a mammal?**
 Learners Mammal
 Teacher Good. Does it live in the sea or on land?
 Learners In the sea
 Teacher Yes. Very good. Do you

- Why is the teacher asking questions? _____
- What type of questions is the teacher using? _____

Two

Teacher Now, look at this picture. Where are they?
 Learners In a party – birthday party?
 Teacher Yes, that's right. They are at a party. (3) **What are they doing?**
 Learners Talking. Laughing.
 Teacher Yes, they are having a good time.
 How long have they known each other?
 Learner I think a long time because they are laughing a lot and very close.
 Teacher Yes, that's right

- Why is the teacher asking questions? _____
- What type of questions is the teacher using? _____

Three

Teacher Did you enjoy that part of the story?
 Learners Yes!
 Teacher Is the caterpillar still hungry?
 Learners No.
 Teacher No, he

Learners No, he isn't
 Teacher (4) **Does he like cup cakes?**
 Learners Yes, he does?
 Teacher Can he eat some more now?
 Learners No, he can't.

- Why is the teacher asking questions? _____
- What type of questions is the teacher using? _____

Part 2 – pronunciation

Look at these questions in **bold** in the extracts above.

Imagine saying these in class – how do you say them? The first one has been done as an example.



(1) Is a whale big or small?

(2) Is it a fish or a mammal?

(3) What are they doing?

(4) Does he like cup cakes?

Part 3 – structure

a) You want to practice the words on the right. Work with a partner. Write questions for each word.

1 Married	<u>Example: Is your brother married?</u>	
2 Happy	_____	?
3 Swim	_____	?
4 Bicycle	_____	?
5 Oranges	_____	?
6 Green	_____	?
7 Book	_____	?
8 Sleep	_____	?

Practice the sentences. Make sure you make the stress and intonation clear.

5 How can I elicit ...?

Look at the words and phrases on the left. The teacher wants to elicit them from the learners. What is the best way to show the word?

	Word or phrase		How can I elicit it?
1	A living room	A	Act out (mime)
2	A paper handkerchief	B	Use gesture with hands or fingers / facial expression
3	He met her ten years ago	C	Draw a picture on the board
4	Hard-working	D	Show a picture
5	A pop star	E	Give a definition / explanation
6	To sip your coffee	F	Say a word that means the opposite (antonym)
7	Fantastic	G	Describe a situation
8	A cooker	H	Use a real object
9	Would you mind if I opened the window?	I	Say famous names
10	Government	J	Give an example
11	Angry	K	Tell a story
12	Vegetable	L	Give examples of different types

6 Advice when eliciting

Here is some advice for teachers about eliciting. Two pieces of advice are not good. Cross them out.¹

- 1 Give a lot of information.
- 2 Use your hand to show which learner should speak.
- 3 Tell the learners clearly if they are correct or not.
- 4 If someone gives an incorrect answer, ask them to repeat it two or three times and then say the correct answer yourself.
- 5 If the learners don't know the answer, don't elicit for too long. Give them more information, or tell them the answer.
- 6 When you have a correct answer, make sure everyone understands.
- 7 Don't use eliciting in monolingual classes.
- 8 Use eliciting regularly in your lessons. Learners are active and involved in the lesson.



¹Adapted from: Scrivener, Jim (2005) *Learning Teaching* Macmillan p100

7 Questioning and eliciting using pictures



8 Going places

What questions could you ask about this picture?



9 Phrasebook

Write down words and expressions from the workshop which you find interesting or useful.

10 Reflection and action plan

1 Complete the following sentences

i) One thing that I found very useful today is

because

ii) One thing that I have to study / read about more is

2 Think about the classes you teach. Write two action points for your classes.

	1	2
Class Which class will I work with?		
Goal What will I try?		
How What materials or aids do I need?		
When When will I try it?		
Evidence How will I know I have been successful?		