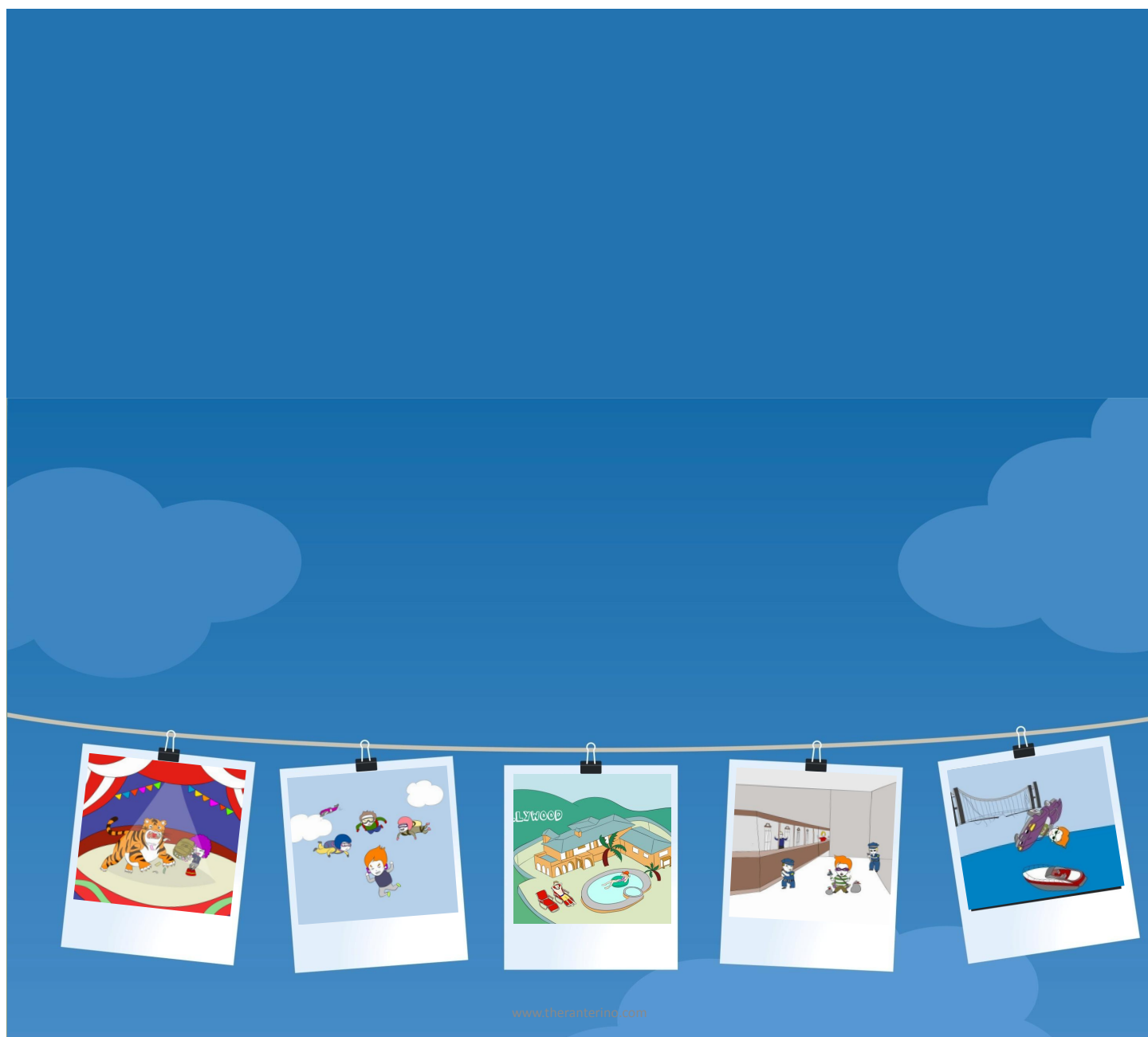


# Question Forming Classroom Activities

*with the Ranterino*





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## Aims of this document and accompanying classroom materials

This series of classroom activities and the accompanying classroom materials have been designed to help EFL/ESL primary school students develop their awareness of how to form basic questions in English. There is a focus on using the verbs BE and DO in questions because these seem to cause EFL/ESL students the most confusion when trying to form questions. Hopefully, the activities here will help begin to lessen the confusion and therefore make it easier for students to start forming grammatically correct simple questions. With the following activities, they should have a lot of fun doing so too.

## Materials you need for these activities

- The classroom pdfs found in the Teachers' Section next to this document
- The youtube video How to Make Your Own Ranterino Puppet found in the Fun Stuff section of the Ranterinowebiste/on the Ranterinoyoutube channel
- A Ranterino puppet (You can make this yourself/get your students to make it for you / or just draw a quick and simple Ranterino on your classroom blackboard if you don't have time to make a puppet.)
- A Kahoot app account is necessary for lesson 9&10

## *Lesson 1: Warm Up Example Questions Worksheet and Write Up*

1. Tell your students that there will be a very special guest coming to the class next lesson. Tell them that the students have the chance to interview this special guest so today we need to start thinking about how to ask questions in English. Let them try and guess who the special guest might be. (The guest will be the Ranterino in poor-quality paper puppet form, but don't let your students know this. Build up the sense of excitement...tell them they will find out who the special guest is next lesson!)
2. Now warm up your students to the theme of 'asking questions in English' by showing them the list of examples on the Example Questions Worksheet. Put students into pairs and get them to ask their partner some of the questions from the example list and any other questions they can think of/want to ask. Enforce the rules: English speaking only / No writing.
3. After about 5 -10 minutes of pairwork questioning, tell each member of each pair to turn the worksheet over to the Write Up page and ask them to complete about 5-8 sentences of information about their partner whom they just interviewed. Again enforce the rule of English only. Encourage each pair to re-question each other to confirm the information they are writing up.

## *Lesson 2: Ask the Ranterino Puppet a Question (Part 1)*

1. At the start of this lesson, remind the students that there is a special guest coming to visit them today. Spend a couple of minutes building up excitement again, pretending that the special visitor is shy and just waiting down the corridor a bit. Pop your head out of the classroom door a couple of times and encourage the special visitor to come in. Finally, leave the classroom to collect the special visitor and return, walking in with the little Ranterino paper puppet.
2. Once your students' incredulity and laughter has subsided, tell the whole class that this is the special guest and they will be asking him questions today. Blue-tac the paper puppet awkwardly to the board, ask him how he is today and then cup your ear towards him to 'hear' his answer. Tell the class that the puppet just whispered to you... 'Blah blah blah'.
3. Tell the students that soon they will be making some interesting questions to ask the Ranterino.
4. Show students the youtube video [How to Make Your Own Ranterino Puppet](#) and focus on the question-word prompts in the second half of the video. Elicit from students a couple of possible questions they could ask the puppet.
5. In groups students now have to write on scrap paper five interesting questions to ask the puppet. Only once they have made questions with correct grammar can they ask the puppet.

\*Initially, it's good that the teacher cups his/her ear and answers the questions, but soon the students can take turns to come up to the board and give an answer as the puppet's mouth piece. The students really enjoy this aspect of the questioning game because they can answer on the puppet's behalf with silly and creative answers. Or they can just say 'Blah blah blah' as an answer. You will be amazed at how long that phrase keeps students entertained.

## *Lesson 3: Making Questions with VERBS, ADJECTIVES & NOUNS*

### *(Be and Do)*

1. Explain to the students that in this lesson they will start to think about how to make different types of questions using different Parts of Speech. No need to go into a lengthy explanation of this, just elicit from students some examples of VERBS/ADJECTIVES/NOUNS.
2. Show the students the worksheet table with the three columns and highlight the word DO and the word VERBS. Give them an example question: Where DO you LIVE? Ask students to think of other questions that use DO + VERB.
3. Repeat with BE + ADJECTIVES, giving the example of ARE you HAPPY?
4. Repeat with BE + NOUNS, giving the example of Where IS my BAG?
5. Hand out the worksheet to students and ask them to make a list of verbs, adjectives and nouns in the table.
6. Turn over the worksheet and focus on the three boxes with example questions. Ask students to come up with three questions for each box. Make it a race and encourage students to think of simple, short questions.
7. Once students have finished, pull out the Ranterino paper puppet and get the students to ask some of the question from their worksheets to the Ranterino. As with the previous lesson, allow students to take turns to come up to the front of the class and 'listen' to the Ranterino's answers and tell the whole class what he said.
8. Wrap up the lesson with a recap of DO + VERBS / BE + ADJECTIVES / BE + NOUNS.

## *Lesson 4: Questions with BE Worksheet*

1. Tell students that in this lesson they will be making questions with BE only. Write BE on the board and around it write up IS/ARE/WAS/WERE.
2. Elicit from them the key WH- question words (what where why when, + how). Tell them they will be making questions with these words.
3. Show students the worksheet and tell them that they will be writing questions to ask either the Ranterino, a friend or the teacher and model an example question for each box.
4. Put students into small groups and ask them to work together to complete the five boxes of questions. Tell them that points will be awarded for most interesting questions.
5. Monitor students as they complete the task, giving support and pointing out any grammar problems with their questions. Don't correct for them, just give them pointers to self-correct.
6. If any group manages to finish, set them to making new BE questions on the third or fourth worksheet.
7. Let students spend the last five minutes of the lesson asking some of their questions to either their friends, the Ranterino, or you, the teacher.

## *Lesson 5: Questions with DO Worksheet*

Same as lesson 4, but with the DO worksheet.

## *Lesson 6: Question Corrections Worksheet*

1. Tell the students that today they will be revising how to make BE and DO questions by looking at the correction worksheet.
2. Put students into groups and let them work through the worksheet, re-writing the grammatically incorrect questions. Give them a time limit to complete and then give feedback as a whole class.
3. If you have access to tablets/PCs you can set students to work on the third worksheet. Direct them to either the youtube channel Level A or B stories playlist, or the pdf versions in the ebooks store on the website. Each student can choose to read/watch one story and complete the worksheet by writing three BE and three DO comprehension questions about the story.
4. At the end of the lesson students can give their worksheet to another student who can take it home and read/watch the story and answer the questions.

\*If students don't have access to individual PCs/tablets, you can show the whole class one story from the Level A or B stories and ask them to make questions on the third worksheet in small groups or pairs. If time permits, they can make it into a whole-class quiz.



## *Lesson 7: Ask the Ranterino Puppet a Question (Part 2): Word by Word Whole-Class Speaking Game*

1. Tell students they will be asking the Ranterino puppet questions again in this lesson...but with a twist. Today they will be playing a speaking game which involves concentration.
2. Ask one random student to come up with a question word such as what/where/why/how/when/do/does/is/are. Then ask another student to add another word to help build a question. Repeat until a full question has been formed.
3. Award points to each student if the next word in the question fits grammatically. When the class has managed to form a grammatically correct question, pause to ask the Ranterino the question and encourage a student to come up and 'listen' to the answer and tell the whole class.
4. Repeat this activity again and again until the whole class has put together a number of questions.

### Example

S1: what

S2: did

S3: you

S4: do

S5: last

S6: weekend

\*It's very important in this activity to choose students to think of next words randomly. This way, all the class remains focused.

## *Lesson 8: Stunterino Hot-Seat Question Drawing Game*

1. Tell students that this lesson they will be playing a drawing game. Put students into small groups. Ask each group for a volunteer to draw pictures during today's lesson.
2. Once each group has offered up a volunteer to draw, bring the volunteers up to the front of the class and tell them to face their peers. Explain the key rule of the game which is: a) the volunteers cannot look behind at the class projector. If they do this, they will be disqualified. You can explain this by running through the first three slides of the Stunterino Hot Seat pdf.
3. Now explain to the whole class that they will soon see a picture on the projector. The volunteers (who cannot see the picture) must draw the picture. The only way they will be able to know what to draw will be by asking their group questions. Model the question 'What is in the picture?'
4. Send the volunteers back to their groups and make sure they are sitting facing their group, with their backs to the projector. Remind them that they cannot turn around and look at the picture.
5. Hand out some paper and a pencil to each volunteer.
6. Click onto the first Stunterino picture slide and tell the volunteers they can start asking their group questions. Give them a time limit of about 5 minutes to ask as many questions as they can about the picture and try to recreate it. Teacher should monitor groups and NOT allow students to answer grammatically incorrect questions from the volunteers.
7. After the time limit is up, collect each volunteer's drawing and show the whole class. Choose a winner and allow the volunteers to finally see the original picture.
8. Repeat the activity with a new set of volunteers.

## *Lesson 9: Kahoot Question Quiz*

If you have access to tablets/PCs and you are familiar with the Kahoot app, you can use the Kahoot Quiz, Question Forming with BE and DO.

(Type in that title into the Kahoot Search). The 15-question quiz is a fun way to test how well your students have managed to develop their awareness of how to form question using verbs BE and DO.

## *Lesson 10: Students make their own Kahoot Question Quiz*

If you have an account with Kahoot, you can take your whole-class through the process of making a quiz similar to the one they played in Lesson 9. Just get your account up on the projector, make a new quiz with your students inputting all the quiz questions and answers. Tell them that their quiz will be played by another class at their school.

<https://getkahoot.com/>

<https://getkahoot.com/how-it-works>

<https://kahoot.it/#/>

