

Question forms and question tags

A Starting activities

1 Finding the question

Types of question

- 1 Work in pairs. Here are some answers to questions. Think of as many questions as you can for each answer. Example: 1 *What is the capital of England?* Use the categories in 2 below to help you if necessary.

- | | |
|------------------------|----------------------------|
| 1 London. | 6 Yes. |
| 2 No, never. | 7 Yes, he is. |
| 3 No, they don't. | 8 On Saturday. |
| 4 I'm not sure. | 9 No, she doesn't have to. |
| 5 Yes, I do sometimes. | 10 Yes, I have. |

- 2 Work as a class. Say some of your questions to the class. Which of the categories (a–f below) do the questions come into?

Categories

Questions beginning with:

- a *do, does or did*
- b *am, is or are*
- c *have or has*
- d a modal verb (like *can*)
- e a question word (like *what, how, whose*)
- f a phrase like *Is it true that . . . , Can you tell me . . .*

2 I'm surprised

Questions with statement word order to show surprise

- 1 Work on your own. Write down something surprising about the person on your right. If you don't know anything surprising, make something up. Examples: *Carlos has five children. Peter is a millionaire.*

- 2 Pass what you have written to the person on your left. Read out to the class the information passed to you. Sound as surprised as you can. Examples: *CARlos has FIVE CHILdren? PEter is a MILLionAIRE?*

3 This is about question tags, isn't it?

Question tags

Work in pairs. Take it in turns to make statements with question tags. Use the information and the question tags below. Example: 1 *It's a nice day, isn't it?*

Information

- 1 You think it's a nice day.
- 2 You think the supermarket sells newspapers.
- 3 You think you are late.
- 4 You think Tom doesn't like soup.
- 5 You think Diane has read 'War and Peace'.
- 6 You think Dick and Tina went camping last year.
- 7 You think old Mrs Pearson hasn't been well lately.
- 8 You think Margaret isn't playing tennis tomorrow.
- 9 You think Dick wasn't there when Joy came.
- 10 You think Mr Sanders hasn't been telling the truth.

Question tags

aren't I? was he? isn't she? isn't it?
has she? does he? doesn't it? has he?
didn't they? hasn't she? is she?

When you have finished, look at Activity note 31 on page 145.

B Grammar guide

- 1 **Yes/no questions** ■ Yes/no questions are questions that can be answered by *yes* or *no*. This is the word order for yes/no questions:

Auxiliary	Subject	Main verb	
<i>Is</i>	<i>John</i>	<i>coming?</i>	
<i>Have</i>	<i>you</i>	<i>met</i>	<i>Rachel?</i>
<i>Can</i>	<i>Peter</i>	<i>ride</i>	<i>a bike?</i>

- The present simple and past simple tenses do not have an auxiliary (*be*, *have* or a modal verb like *can*), so in the present simple tense use *do/does* before the subject to make a question. In the past simple use *did*.
Do you like chicken? Does Martin live here? Did the train leave on time?

- 2 **Wh- questions** ■ Wh- questions begin with a question word (*how*, *what*, *where*, *when*, *who*, *whose*, *which* or *why*).
Where's Kerry? Whose bag is this?
How can go before words like *big*, *far*, *long*, *often*, *much* and *many*.
How far is it to the station from here?
- When *who*, *what*, *which* or *whose* is the subject, it comes directly before the verb, as in a statement.
Who put that on my desk? (like the statement *Sheila put that on my desk.*)
When *who*, *what*, *which* or *whose* is the object, an auxiliary comes before the subject.
What did Sheila put on my desk?

- 3 **Negative questions** ■ You can use negative questions to make suggestions or when you expect the listener to agree with you (to say 'yes').
Why don't we go to the park? (suggestion)
Aren't you Jim's brother? (expecting the answer 'yes')

- 4 **Questions with statement word order** ■ To show surprise you can say a question with a statement word order.
You're coming with us after all?
- In indirect questions the word order after the question word is the same as in statements.
Can you tell me where Tom is? (NOT *where is Tom*)

- 5 **Question tags** ■ Use question tags to ask for agreement or confirmation. Usually, positive statements have negative question tags and negative statements have positive question tags. The question tag usually uses the same auxiliary verb as the statement.
He hasn't got any money, has he? He has got some money, hasn't he?
They couldn't lose, could they?
- There are 'same way' question tags which express interest or surprise.
Oh, you're Jim's brother, are you?
- The question tag after *let's* is *shall*. After the imperative the tag is *will you*.
Let's ask Jane, shall we? Don't tell Maria, will you?

C Activities

1 How honest are you?

Question forms

- 1 Work in pairs or groups. Write a questionnaire to find out how honest people in the class are. Use any questions of your own that you like but include at least one of the following question forms:
Have you ever . . . ?
How would you react if . . . ?
What would you do if . . . ?
Which of the following do you think is morally wrong? (Use an *-ing* form for your examples, like this: *Leaving a shop without paying.*)
- 2 Ask people your questions.
- 3 Report the answers to the class and say how honest you think the class is.

2 When are you free to start?

Yes/no and wh- questions

- 1 Work as a class. List questions that employers ask at job interviews. Examples: *Why do you want this job? Are you free to start immediately?* Then list questions that applicants ask at job interviews. Examples: *What are the hours of work? How long are the holidays?*
- 2 Work in pairs. Decide which jobs you are applying for. Take it in turns to interview each other for jobs. Use the questions you have already listed and some questions specific to the particular job you are applying for.
Example: *Why are you interested in nursing?*
You can choose any jobs you like but there are some suggestions below.
Jobs: nurse, secretary, builder, bank clerk, teacher, journalist, lawyer, astronaut, computer programmer, actor/actress, television presenter

3 Hamlet arrested!

Wh- questions

- 1 Work as a class. Imagine that a character from a fairy story, a myth, a film, a play or a novel has been arrested by the police. Choose a character from a story that the class knows well. List one or two wh- questions that the police might ask. For example, in the play 'Hamlet', Hamlet kills Polonius and Ophelia drowns. So the police might ask, *Why did you kill Polonius? Where were you when Ophelia drowned?*
- 2 Work in pairs. List as many questions as possible that the police would ask the same character as in 1 and different characters from other stories. Include as many wh- questions as you can, but ask other questions as well.
- 3 Work as a class. Say your questions to the class.

4 Kids!

Question tags

- 1 Work in pairs, A and B. Read this dialogue silently first and then read it aloud in pairs, when you understand it.
A: I don't like kids, do you?
B: Well, they should be seen and not heard, shouldn't they?
A: That's right. *My* kids are all right, aren't they?
B: Oh yes! *Your* kids are, er . . .
A: Well-behaved. Aren't they?
B: Oh yes! Absolutely. Very well-behaved.
- 2 Work in pairs, A and B.
Person A: Read Activity note 30 on page 144.
Person B: Read Activity note 64 on page 158.

D Accuracy practice

1 Write yes/no or wh- questions.

- 1 you/go/to Paris/last year?
- 2 where/be/Tom/today?
- 3 where/Tom/live/at the moment?
- 4 Dean/got/any money/these days?
- 5 your friends/drive/here/today?
- 6 what/be/the dialling code/for Oxford from London?
- 7 which/cases/be/Leo's/and who/the others/belong to?

2 Make questions. Put in *are, do, does* or *did* in the right places.

- 1 How long/it/take/to get/to London by train?
- 2 Why/you/laughing/and/who/you/laughing at?
- 3 When/you/buy/that/jacket? It suits you.
- 4 Which instruments/you/play/nowadays?
- 5 Where/be/the/plates/and/why/you/not/keep/them in the kitchen?

3 Change these statements into wh- questions.

- 1 Sheila put that on my desk. (Use *Who*)
- 2 James left his umbrella on the bus. (Use *Where*)
- 3 That is the Pickard family's luggage. (Use *Whose*)
- 4 She means this one. (Use *Which*)
- 5 They had to drive fifty kilometres before they got to the camp site. (Use *How far*)
- 6 Snow made all the trains late. (Use *What*)

4 Make indirect questions from the direct questions in brackets.

- 1 (What qualifications does he need?) Could you tell me _____?
- 2 (What time did John leave?) Can you remember _____?
- 3 (When is Sally coming?) Do you know _____?
- 4 (How much does it cost to rent a flat here?) I wonder _____
- 5 (Where can I change this money?) I was wondering _____
- 6 (How long has Phil been living here?) Have you any idea _____?
- 7 (Are Peter and Jean going to be late?) Do you think _____?
- 8 (What time do the shops open in the morning?) I'd like to know _____

5 You want the person you are talking to to agree with these sentences. Add question tags.

- 1 That programme was really great, _____?
- 2 He can't be a doctor, _____?
- 3 We must get a move on, _____?
- 4 She's living in Spain now, _____?
- 5 You didn't get the answer to that question right, _____?
- 6 You are coming, _____?
- 7 You haven't got a car, _____?