Session 25: Introduction to WH questions

Session	Introduction to WH questi
Objective	By the end of the session, students will: 1. Understand the usage of WH questi Where, When, Who, Why) 2. Be able to form and answer simple ' questions. 3. Enhance their speaking and listenin practicing with peers.
Topics/Concept	1. Learning WH question like What, WI When, Who, Why, and forming ques this.
Material Required	1. Whiteboard and markers. 2. A few simple objects or pictures to s form questions
Methodology	1. Example based learning 2. Peer interactions 3. Interactive method
Session Duration	90 Minutes

Introduction Activity (20 minutes):

WH question Warm - UP

- The teacher will write the five WH question words on the board (What, Where, When, Who, Why)
- Students will be asked to stand in a circle.
- The teacher will point to an object or picture in the room, and students will take turns asking WH questions about it.

For example:

- Teacher shows a pencil and she needs to tell this is a pencil or this pencil is on the table .
- Children want to form questions of what the teacher was showing or saying, by the words written in the board as the way know .
- The teacher encourages and helps the children in an interactive way.

Main Activity (50 minutes):

Giving idea about topic (20 minutes)

- The teacher explains the usage of different WH question words:

1. What: Used to ask about things or information (Example: What is your name? What is this?)
2. Where: Used to ask about places or locations (Example: Where is the school? Where do you live?)
3. When: Used to ask about time (Example: When is your birthday? When do we eat lunch?)
4. Who: Used to ask about people (Example: Who is your teacher? Who is that?)
5. Why: Used to ask for reasons (Example: Why is the sky blue? Why are you sad?)

- The teacher ask questions like

1. What: "What is your favorite color?"
2. Where: "Where do you go to school?"
3. When: "When do we have lunch?"

4. Who: "Who is your best friend?"
5. Why: "Why do you like school?"

WH-Relay (30 minutes)

- The teacher divides the class into two groups. Each group will be given a set of simple objects or pictures.
- One student from each group will come forward and pick an object/picture.
- They will then ask a WH question related to it to the opposite group

For example:

1. Object: A book.
2. Question: "What is this?" or "Where is the book?"

- The opposing group answers, and the next student comes forward to ask another question.
- This process will continue until each student has had a chance to ask and answer questions.

Follow-Up Activity (15 minutes):

Students will write five WH questions about their daily routine and ask a classmate the same questions. They will record their classmate's answers and bring them back to share in the next session.

Review Questions/Assessment/Tasks (5 minutes):

Divide students into 2 pair in each , they want to ask their pair a question like ,

Where is your house?

What is your nickname?

Expected Learning Outcome:

Knowledge Building

- WH Question Types– Students learn the purpose and structure of each WH word:
- Question Formation– Understand how to construct grammatically correct WH questions (e.g., "Where is the book?" vs. "The book is where?").
- Contextual Usage – Recognize when to use specific WH words (e.g., "Why" for explanations, "When" for time-related queries).

Skill Building

- Critical Thinking – Deciding which WH word fits a context (e.g., choosing "Who" for people vs. "What" for objects).
- Collaboration – Group activities (WH Relay) foster teamwork and active participation.

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