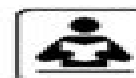


Grammar Meets Conversation: Wh-questions (1)

Step 1 : Complete the questions with the correct question words.
 Step 2 : Interview a friend using your questions. Record the answers.
 Step 3 : Tell the class some things about the person you interviewed.



1. do you live?

- a. Who
- b. When
- c. Where
- d. How long



2. have you lived there?

- a. Why
- b. When
- c. Where
- d. How long



3. do you live with?

- a. Who
- b. When
- c. Where
- d. How much



4. people are there in your family?

- a. How much
- b. How many
- c. How long
- d. Which



5. do you get to school?

- a. Who
- b. How
- c. Where
- d. How often



6. 's your mother's name?

- a. Who
- b. When
- c. What
- d. Why



7. is your birthday?

- a. Who
- b. When
- c. Where
- d. How many



8. do you do on your birthday?

- a. Who
- b. What
- c. Where
- d. Why



9. are your hobbies?

- a. What
- b. Why
- c. When
- d. How many



10. 's your phone number?

- a. What
- b. Which
- c. Where
- d. How much



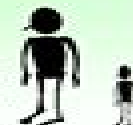
11. 's your email address?

- a. Who
- b. What
- c. Where
- d. How long



12. are you?

- a. How long
- b. How high
- c. How tall
- d. How much



13. do you go to the cinema?

- a. Who
- b. When
- c. How many
- d. How often



14. do you usually do on Sundays?

- a. Who
- b. When
- c. What
- d. How long



15. colour do you like most? Red or green?

- a. Why
- b. Where
- c. Which
- d. How many



16. teeth do you have?

- a. How many
- b. How long
- c. How much
- d. How often



17. cousins do you have?

- a. How long
- b. How many
- c. How much
- d. How tall



18. do you live from here?

- a. How long
- b. How close
- c. How much
- d. How far



19. does a cinema ticket cost?

- a. How many
- b. How long
- c. How much
- d. How often



20. did this interview take?

- a. Where
- b. When
- c. How much
- d. How long



Making Advanced Grammar Work Grammar In Context For Esl Students

James E. Alatis



Making Advanced Grammar Work Grammar In Context For Esl Students:

Making Advanced Grammar Work Kristan Cavina,1998-01-01 Making Advanced Grammar Work Kristan Cavina,2013

American Book Publishing Record ,1999 **Teaching and Learning English Grammar** MaryAnn Christison,Donna

Christian,Patricia A. Duff,Nina Spada,2015-03-02 An important contribution to the emerging body of research based knowledge about English grammar this volume presents empirical studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second foreign language It explores a variety of approaches including form focused instruction content and language integration corpus based lexicogrammatical approaches and social perspectives on grammar instruction Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education TIRF and four overview chapters are written by well known experts in English language education Each research chapter addresses issues that motivated the research the context of the research data collection and analysis findings and discussion and implications for practice policy and future research The TIRF sponsored research was made possible by a generous gift from Betty Azar This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar Teaching and Learning English Grammar is the second volume in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF **Collaborative Writing in L2 Classrooms** Neomy

Storch,2013-07-04 In this first book length treatment of collaborative writing in second language L2 classrooms Neomy Storch provides a theoretical pedagogical and empirical rationale for the use of collaborative writing activities in L2 classes as well as some guidelines about how to best implement such activities in both face to face and online mode The book discusses factors that may impact on the nature and outcomes of collaborative writing and examines the beliefs about language learning that underpin learners and teachers attitudes towards pair and group work The book critically reviews the available body of research on collaborative writing and identifies future research directions thereby encouraging researchers to continue investigating collaborative writing activities **Language Processing in Social Context** R. Dietrich,C.F. Graumann,2014-06-28 The book presents an interdisciplinary analysis of social cognitive situational and contextual aspects of language and language processing by first and second language speakers Linguists and psychologists formulate theoretical models and empirical analyses of the influence of such factors on various levels of language processing These relate specifically to syntactic and semantic parsing lexical selection and text production The issue of hearer orientation in language use lies at the forefront of interest in this anthology and is tackled from such different fields as linguistics text linguistics formal semantics social psychology psychology of language artificial intelligence and second language acquisition

Analyzing English in a Global Context Anne Burns,Caroline Coffin,2013-10-18 Devised in collaboration with the Open University and Macquarie University Australia Analysing English in a Global Context is specifically designed for the

postgraduate student market as well as for teachers of English as a second or foreign language throughout the world This is a groundbreaking Reader which includes specially commissioned pieces as well as classic texts and provides a global perspective on the changing uses and forms of English and its impact on language teaching contexts Students skills in analysing these forms will be developed through an examination of the major functional models and their strengths and weaknesses

Georgetown University Round Table on Languages and Linguistics (GURT) 1993: Strategic Interaction and Language Acquisition James E. Alatis,1994-06-01 The papers in this volume examine strategies for language acquisition and language teaching focusing on applications of the strategic interaction method **TESOL Newsletter** Teachers of English to Speakers of Other Languages,1990 *El-Hi Textbooks & Serials in Print, 2000* ,2000

Cumulated Index to the Books ,1999 **Developing Advanced Literacy in First and Second Languages** Mary J. Schleppegrell,M. Cecilia Colombi,2005-04-11 This book addresses the linguistic challenges faced by diverse populations of students at the secondary and post secondary levels as they engage in academic tasks requiring advanced levels of reading and writing Learning to use language in ways that meet academic expectations is a challenge for students who have had little exposure and opportunity to use such language outside of school Although much is known about emergent literacy in the early years of schooling much less has been written about the development of advanced literacy as students move into secondary education and beyond **Developing Advanced Literacy in First and Second Languages** Meaning With Power brings together work on first and second language acquisition and emphasizes the importance of developing advanced literacy in the first language such as Spanish for bilingual students as well as English spans a range of theoretical orientations and analytic approaches drawing on work in systemic functional linguistics genre theory and sociocultural perspectives addresses the content areas of science history and language arts provides specific information about genres and grammatical features in these content areas and presents suggestions for teacher education What unites the contributors to this volume is their shared commitment to a view of literacy that emphasizes both the social contexts and the linguistic challenges The chapters collected in this volume contribute in important ways to research and pedagogy on advanced literacy development for the multilingual and multicultural students in today s classrooms This book is particularly useful for researchers and students in language and education applied linguistics and others concerned with issues and challenges of advanced literacy development in first and second languages **English Language Teaching in Theological Contexts** Kitty Barnhouse Purgason,2010-06-28 International students in North American seminaries struggling with academic work in English Seminary students around the world finding resource materials that are still only available in English Regional seminaries in Asia Africa and Europe educating people from many language backgrounds by offering instruction in English These and other factors are the primary reasons for this volume Trends in the field of Teaching English to Speakers of Other Languages TESOL have led to specialized English and pedagogy for areas such as business engineering hospitality and so on The time

has come to acknowledge English for Bible and Theology along with specialized program design materials and instruction English Language Teaching in Theological Contexts explores various models for assisting seminary and Bible college students in learning English while also engaging in their theological coursework It features chapters by specialists from countries including the U S Brazil Ukraine India the Philippines and Korea Part one of the book presents language teaching challenges and solutions in various places part two focuses on specific resources to inspire readers to develop their own materials Making Intermediate Grammar Work Kristan Cavina,1997 **English as a Foreign or Second Language**

Mohammed S. Assiri,2015-09-01 This book offers a brief review of the theoretical perspectives and empirical findings that have shaped our understanding of salient facets of English language teaching learning and testing It also communicates my personal views in regard to certain issues in these three domains The book is divided into five chapters that range in their foci from theory to practice Chapter one presents the most influential theoretical perspectives that have sought to account for the processes involved in second language acquisition and the roles of the so many variables that affect how a learner acquires a second language The second chapter discusses several methods and practices commonly used in EL2 English as a foreign second language teaching Chapter three highlights the differences between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency or BICS vs CALP as well as the various categories of language learning and use strategies In the fourth chapter the presentation centers on EL2 testing and assessment Chapter five is wholly devoted to my personal views including my philosophy of language education critiques of some scholarly views and practical recommendations Such views have had their inspiration and support from my experiences both as a learner and as a teacher

Resources in Education ,1999-04 *A Life Teaching Languages* Linda Watkins-Goffman,2015-09-22 Everyone faces crossroads While not everyone meets at the same crossroads we all juggle multiple identities It is these roles sometimes conflicting and other times fitting together seamlessly that Linda Watkins Goffman explores in *A Life Teaching Languages* A Memoir from Mississippi to the Bronx In this memoir of an educator Watkins Goffman offers insights she has gained from her years of traveling teaching and writing and shares how her experiences have shaped her teaching philosophy According to Watkins Goffman teachers must communicate authentically to teach effectively and to accomplish this they must connect their own experiences in some way with those of their students The stories she tells are sure to resonate with pre service and practicing teachers alike Her reflections about her own experiences will be useful to readers who plan to become ESL educators or those who simply seek inspiration about teaching **Forum** ,1982 Making Basic Grammar Work Kristan Cavina,2004 Methodology in Language Teaching Jack C. Richards,Willy A. Renandya,2002-04-08 This comprehensive anthology gives an overview of current approaches issues and practices in the teaching of English to speakers of other languages at elementary secondary and tertiary levels

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