

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

Neomy Storch



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 *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

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

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

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Cumulated Index to the Books , 1999

El-Hi Textbooks and Serials in Print , 1985

Instruction and Assessment of ESL Learners Faye Brownlie, Catherine Feniak, Vicki McCarthy, 2004 This one of a kind resource offers solutions for teachers who provide exemplary instruction to

students from varied cultural and linguistic backgrounds Using real classroom experiences and current research the authors focus on the needs of ESL learners in the regular classroom The activities and assessment tools can be used by classroom teachers and ESL teachers working alone or together In this book you will find ways to incorporate English and the home languages of the ESL students into the same lesson suggestions for informal individual and group assessments for reading writing and oral language ideas for welcoming new ESL students examples of criteria that can be used for the assessment of ESL students open ended lessons and units for all learners with accompanying reproducible masters **English Language Learning in the Asian Context 2nd Edn** Paul Robertson,2005 *Resources in Education* ,1999-04 **Code of Federal Regulations** ,2008 Special edition of the Federal Register containing a codification of documents of general applicability and future effect with ancillaries **Code of Federal Regulations, Title 34, Education, Pt. 400-end, Title 35 (Reserved), Revised as of July 1, 2009** ,2009-10-27 Code of Federal Regulations, Title 34, Education, PT. 400-End, Title 35 (Reserved), Revised as of July 1, 2010 ,2010-10-27 **Code of Federal Regulations, Title 34, Education, Pt. 400-679, Revised As of July 1 2012** U S Office of the Federal Register,2012-09-28 *Code of Federal Regulations, Title 34, Education, PT. 400-679, Revised as of July 1, 2011* U S Office of the Federal Register,2011-10-11

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