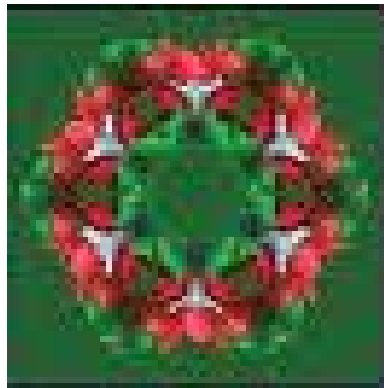


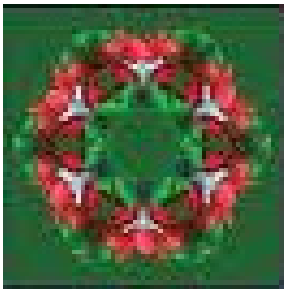
Unit 1

WORD TYPES & QUESTION FORMATION



<i>1 The Day He Was Taken Up</i>	<i>Text : Acts 1</i>	<i>2</i>
<i>2 My Former Book</i>	<i>Word Types</i>	<i>12</i>
<i>3 Can I Help you</i>	<i>Question Formation</i>	<i>22</i>

Focus 1



Language Objectives:

- to **read** for main ideas, events, people and places
- to **focus** on key vocabulary
- to **sequence** summary statements
- to **retell** the story

Approx Time: 90 minutes

Materials:

- **Unit Title Page OHT**
- **People and Place Cards** for each learner
- **Definition worksheets A & B** for each pair
- **Summary Statements** for each pair
- **Unit 1 Text** for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:

Introduce this course by explaining that we are focussing on grammar in such a way as to help learners **understand and use grammar meaningfully**. Therefore each unit will begin with a reading of a section from the Book of Acts. Then, there will be a focus on two different aspects of grammar; all illustrations and examples will be taken from the text for the unit.

Part A: *Reading the Text*

1. Show the **Unit Title Page OHT** of the unit. Lead a discussion with the learners as to what they expect to read about in the first chapter of the book of Acts: names of people, names of places, events? Write the category headings on the blackboard.
2. Hand out **People** and **Places Cards**. Read the cards and have the learners repeat after you.
3. Have the learners sort them into these two categories: people & places.

Answer Key:

PEOPLE		PLACES	
Barnabas	Mary	Antioch	Macedonia
Cornelius	Paul	Asia Minor	Malta
Father	Peter	Athens	Mount of Olives
Holy Spirit	Philip	Corinth	Philippi
James	Saul	Derbe	Phoenicia
Jesus	Silas	Ephesus	Rome
John	Simon	Galilee	Samaria
John Mark	Stephen	Jerusalem	Syria
Judas	Theophilus	Judea	Thessalonica
Lydia	Timothy	Lystra	



Jesus	Theophilus	Holy Spirit
Father	John	Peter
James	Philip	Timothy
Mary	Judas	Simon
Paul	Barnabas	Silas
Lydia	John Mark	Cornelius
Stephen	Saul	Malta
Jerusalem	Judea	Samaria
Galilee	Mount of Olives	Asia Minor
Athens	Ephesus	Corinth
Rome	Macedonia	Antioch
Philippi	Thessalonica	Lystra
Derbe	Syria	Phoenicia
PEOPLE		PLACES

People and Place Cards

WORD TYPES & QUESTION FORMATION

4. Hand out the **Unit 1 Text, The Day He Was Taken Up**, and have the learners read the title and look at the pictures to make more predictions as to the events. Add them to the list.
5. Give the learners time to read the text.
6. Have the learners set aside the cards of the people and places that they see mentioned in this text. Have them compare their choices with another learner.
7. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.



The Day He Was Taken Up

Acts 1:1-14

2 In my former book, Theophilus, I wrote about all that Jesus began to do
and to teach until the day he was taken up to heaven, after giving
4 instructions through the Holy Spirit to the apostles he had chosen. After
his suffering, he showed himself to these men and gave many convincing
6 proofs that he was alive. He appeared to them over a period of forty days
and spoke about the kingdom of God. On one occasion, while he was
8 eating with them, he gave them this command: "Do not leave Jerusalem,
but wait for the gift my Father promised, which you have heard me speak
10 about. For John baptized with water, but in a few days you will be baptized
with the Holy Spirit."

12 So when they met together, they asked him, "Lord, are you at this time
going to restore the kingdom to Israel?"

14 He said to them: "It is not for you to know
the times or dates the Father has set by his own
16 authority. But you will receive power when the
Holy Spirit comes on you; and you will be my
18 witnesses in Jerusalem, and in all Judea and
Samaria, and to the ends of the earth."

20 After he said this, he was taken up before their
very eyes, and a cloud hid him from their sight.

22 They were looking intently up into the sky as
he was going, when suddenly two men dressed in
24 white stood beside them. "Men of Galilee," they said, "why do you stand
here looking into the sky? This same Jesus, who has been taken from you
26 into heaven, will come back in the same way you have seen him go into
heaven."

28 Then they returned to Jerusalem from the hill called the Mount of
Olives, a Sabbath day's walk from the city. When they arrived, they went
30 upstairs to the room where they were staying. Those present were Peter,
John, James and Andrew; Philip and Thomas, Bartholomew and Matthew;
32 James son of Alphaeus and Simon the Zealot, and Judas son of James.

They all joined together constantly in prayer, along with the women and
34 Mary the mother of Jesus, and with his brothers.

Unit 1 Text



Part B: *Focusing on Vocabulary*

1. Put up the **OHT List of Target Words** or write them on the board.
Have the learners find the words in the text and underline them.
2. Have the learners form pairs of A and B.
 - Hand out the **Definitions Worksheet A and B**.
 - Learner A begins by reading one of the definitions on his/her chart.

Note to teacher: Make it clear that the definitions are not in the same order on the 2 pages.

- Learner B must guess which word is being defined.
- Learners take turns reading definitions and guessing which word is being defined.
- When they have finished guessing, they each dictate to one another the missing definitions on their worksheets.



former
instructions
occasion
suffering
convincing
appeared
baptized
restore
witness
intently
authority
constantly

List of Target Words OHT

A. Definitions		Words
of an earlier time		former
information about how to do something		instructions
a particular time, especially when something has happened		occasion
experiencing physical or mental pain		suffering
able to make you believe that something is true or right		convincing
become noticeable or come into sight		appear
Words	Definitions	
authority		
baptize		
constantly		
intently		
restore		
witness		

Definitions Worksheet A



B. Words	Definitions	
appear		
convincing		
former		
instructions		
occasion		
suffering		
Definitions		Words
initiate someone into the Christian community through a ritual use of water		baptize
return something or someone to an earlier good condition or position		restore
persons who state what they know about a case or a person		witness
with full attention		intently
the power or ability to control		authority
all the time or often		constantly

Definitions Worksheet B

Definitions from Cambridge Advanced Learner's Dictionary <http://dictionary.cambridge.org>

WORD TYPES & QUESTION FORMATION

Part C: *Summarizing the text*

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Have the learners check the sequencing of their statements with the text.
3. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
4. Choose one pair and have them retell the story to the class.

<i>Answer Key:</i>
1. Luke wrote a previous book for Theophilus about what Jesus began to do and to teach his apostles until he was taken up to heaven. ¹
2. Jesus showed himself to these men for 40 days and proved to them that he was alive. ¹
3. Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit. ¹
4. The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that. ¹
5. Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world. ¹
6. Jesus was taken up into the sky before the eyes of the apostles. ¹
7. Two men dressed in white told the apostles that Jesus would come back in the same way he left. ¹
8. The apostles returned to Jerusalem from the Mount of Olives. ¹
9. In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together. ¹



Luke wrote a previous book for Theophilus about what Jesus began to do and to teach his apostles until he was taken up to heaven.¹

Jesus showed himself to these men for 40 days and proved to them that he was alive.¹

Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.¹

The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that.¹

Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world.¹

Jesus was taken up into the sky before the eyes of the apostles.¹

Two men dressed in white told the apostles that Jesus would come back in the same way he left.¹

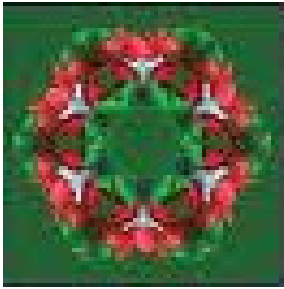
The apostles returned to Jerusalem from the Mount of Olives.¹

In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.¹

Summary Statements

My Former Book

Focus 2



Language Objectives:

- to **understand** word types (parts of speech)
- to **distinguish** between content words and function words

Approx Time: 60 minutes

Materials:

- **Text Sentence OHT**
- **Matching Cards** for each pair of learners
- **Class/Function/Word - Type Cards** for each pair
- **Sentence Cards** for each pair

Reference:

Acts 1:1-14

Instructions:

Part A: *Introduction to Word Types (Parts of Speech)*

1. Explain to the learners that in learning to use English better, it is sometimes necessary to analyze the language by breaking it into pieces. We do this in order to focus on individual parts, to recognize what the individual parts are, and to understand how these parts function together to convey meaning.
2. If we break any sentence down into the smallest independent units, we end up with single words that can be classified into various word types.
3. We need to distinguish words according to types, not just to be able to name them, but to learn how particular types of words interact with certain other types and function together to convey overall meaning.
4. Illustrate the concept of word types with an analysis of a noun phrase as follows:

Note to teacher:
We will not do a complete analysis of all word types at this point – that will be done in subsequent units.

 - Put up the **Text Sentence OHT** with the first sentence from the text:

In my former book, I wrote about all that Jesus began to do and to teach until the day he was taken up to heaven.



In my former book, I
wrote about all that
Jesus began to do and
to teach until the day
he was taken up to
heaven.




Text Sentence OHT

- Point out that *my former book* is composed of three words and each word is a different word type or part of speech: each word has a different use or function and different characteristics.

*my**former**book*

- Put up the shapes in this order on your whiteboard or OHT.



- Explain that each shape represents one of the words: *my former book*
- book*  naming something (often called a noun).
- Any word that is naming something could be substituted in that slot: *place, person, thing, idea, animal*.
- Characteristically, nouns have determiners (articles, possessives,  demonstratives), *my* before them. So you can test if a word is naming something (a noun) by seeing if it would fit into the slot *my* _____.
Words like *because, with, have* do not fit, demonstrating that they are not naming something (nouns) – they do not have the characteristics of nouns.
- Similarly, descriptive words (adjectives ) characteristically fill the slot between the article and the noun, in the frame *my* _____ *book, my former book*. Other kinds of words would not fit in: *because, who, it*.














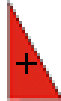




Part B: Introduction to Word Classes

1. Explain to the learners that in English, word types can be put into two main classes of words: **content** and **function**.
2. **Content:** Use your grammar shapes and/or **Matching Cards/Answer Key OHT** to illustrate.
 - We can add to the class of content words e.g. *as new technologies are developed, we find new names for them*. These are new content words. With function words, this is not the case, for e.g., *there can be new nouns, but not new pronouns*. [There are only about 250 function words.]
 - Point out to the learners that there are only four types of words that can be considered content words. Use your grammar shapes and/or OHT to illustrate. These words convey meaning: ***who or what is doing what where***
 - Naming words (nouns) *book, men, city, day, heaven, words*
 - Action or being words (verbs) *write, show, choose, wait*
 - Descriptive words (adjectives & adverbs) *former, white, good*
3. **Function:** Explain that the other word types are functional or grammatical, used to expand the meaning of these content words:
 - determiners identify the noun (*the, that, two, his*)
 - auxiliary verbs help verbs express more specific meaning of the verb (*have, be*); substitute for main helping verb (operator) (*do*); express the attitude or mind-set of the speaker to the action (*must, should, could, would, will, can, might, may*)
 - connectors join words, phrases or clauses:
 - coordinating conjunctions (*for, and, nor, but, or, yet, so*);
 - subordinating conjunctions (e.g. *when, if, since, because*);
 - prepositions (e.g. *in, on, at*)
 - pro-forms are substitutes in discourse (pronouns (e.g. *who, he, hers*); pro-adverbs (*where, when, how, why*); pro-auxiliaries (*do*))









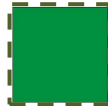


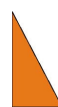


Note to teacher: We consider interjections to be adverbials.

CONTENT Word Types			
verb		noun	
adjective		adverb	
FUNCTION Word Types			
preposition		coordinating conjunction	
subordinating conjunction		determiner	
pronoun		pro-adverb	
infinitive 'to'		<i>be/have</i> auxiliary verb	
<i>do</i> pro-auxiliary verb		modal (mind-set) auxiliary verb	

Matching Cards/Answer Key OHT






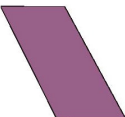



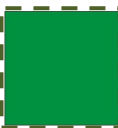
4. Hand out the **Content/Function** class cards and **Word Type** cards (i.e. **Matching Cards**) to each pair. Ask them to arrange the word types under the appropriate class. Have the pairs check their categorization with your OHT when they are finished.
5. Hand out a set of **Class/Content/Function Word-Type Cards** to each pair of learners. Ask them to match the name of the word type with the definition and with sample words.
6. Have the pairs consult with another pair on their matches before showing them the OHT of the correct matches.

<i>Answer Key</i>			
CONTENT Word Types			
verb		noun	
adjective		adverb	
FUNCTION Word Types			
preposition		coordinating conjunction	
subordinating conjunction		determiner	
pronoun		pro-adverb	
infinitive 'to'		<i>be/have</i> auxiliary verb	
<i>do</i> pro-auxiliary verb		modal (mind-set) auxiliary verb	

UNIT 1

WORD TYPES & QUESTION FORMATION

DEVELOPING GRAMMAR SKILLS


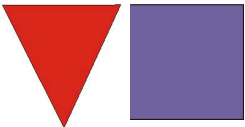
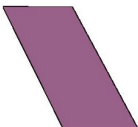
verb		action or state	<i>write, teach, take, began</i>
noun		naming people, things or ideas	<i>book, men, city</i>
adjective		describing people, things or ideas	<i>former, white, good</i>
adverb		describing action or state	<i>intently, suddenly</i>
preposition		joining a noun to another noun or verb	<i>in, of, to, into</i>
conjunction		joining two equal forms	<i>for, and, nor, but, or, yet</i> <i>(not all in the text)</i>
conjunction		joining a dependent idea to a main idea	<i>when, if, since, because</i> <i>(not all in the text)</i>
pronoun		substitute for a noun	<i>who, you, hers</i> <i>(not all in the text)</i>

Class/Function/Word-Type Cards/Answer Key OHT



Part C: *Introduction to Word Order*














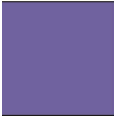




1. Explain to the learners that in English we speak of “somebody or something doing something”. The ‘somebody’ is the subject of the sentence and the ‘doing’ is the verb.
2. So the main word order for expressing an idea is:

Subject (Noun phrase)+	Predicate (Verb Phrase [+ Noun Phrase])	Adverbials usually come after the Verb phase
		

3. Give a set of **Sentence Cards** to each pair of learners. Instruct them to make meaningful sentences.




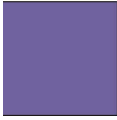

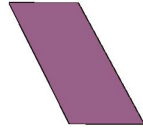
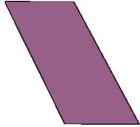


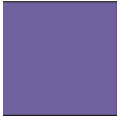
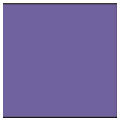


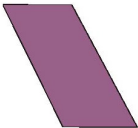
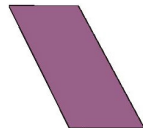


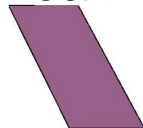
Note to teacher: Draw the learners’ attention to the small numbers in each square to indicate the parts that belong to one sentence.

4. Discuss the sentences as a class. The consistency of the order of the shapes should be very obvious.

¹ Luke 	¹ wrote 	¹ a previous book 
² Jesus 	² proved 	² to them that he was alive 
³ Jesus 	³ commanded 	³ the apostles 
³ to wait for the gift of the baptism of the Holy Spirit 	⁴ The apostles 	⁴ wanted 
⁴ to know about the restoration of Israel 	⁵ Jesus 	⁵ told 
⁵ the apostles 	⁵ that they were not to know the times and dates of that 	⁶ Jesus 

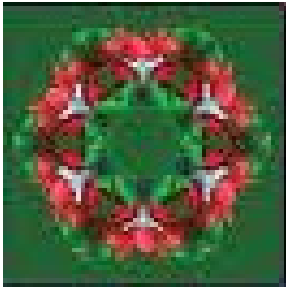
Sentence Cards pg 1



⁶ told 	⁶ the apostles 	⁶ that they would be witnesses 
⁷ Jesus 	⁷ was taken up 	⁷ into the sky 
⁷ before the eyes of the apostles 	⁸ Two men dressed in white 	⁸ told 
⁸ the apostles 	⁸ that Jesus would come back 	⁹ The apostles 
⁹ returned 	⁹ to Jerusalem 	⁹ from the Mount of Olives 
¹⁰ The eleven apostles 	¹⁰ stayed 	¹⁰ in an upstairs room 

Sentence Cards pg 2

Focus 3

Language Objectives:

- to **understand** the various uses of questions
- to **gain** a basic understanding of word order in yes/no and wh- questions
- to **gain** a basic overview of modals (*mind-set helping verbs*)
- to **understand** the special role of the pro-helping verb *do*

Approx Time: 90 minutes

Materials:

- **OHTs**
- **Worksheets** for each learner
- **Question/Response Cards** for each pair

Reference:

Acts 1:1-14

Can I Help You

Instructions:**Part A:** *Recognizing Questions*

1. Remind the learners that appropriate questioning and answering skills are very important and necessary skills in life.
2. Put up the **Theophilus at the Post Office OHT**. Tell the learners this is an imaginary dialogue that Theophilus and the Post Master may have had. Ask one of the more fluent learners to read the dialogue with you.
3. Hand out the **Theophilus at the Post Office Worksheet**. Ask the learners to underline all the questions in the dialogue and count them. In writing, they are recognizable because there is a question mark (?) at the end of each.

Answer: 11 questions
4. There are two basic types of questions.
 - Yes/No questions, e.g. *Is there any mail for me?*
 - These questions require a yes or no as an answer. e.g. *Yes, there is. OR No, there isn't.*
 - Wh-questions, e.g. *Who are you?* These questions begin with question words and expect information in response. The response must answer the question word. e.g. *Questions that begin with who require the answer to be a person.*
5. Have the learners scan the dialogue and mark the questions with **y/n** for Yes/No questions and **Wh-** for Wh-questions.

Answer Key: Theophilus at the Post Office

Postmaster: Can I help you, Mr. Theophilus? y/n

Theophilus: Yes, did the mail arrive already today? Is there any mail for me? y/n

Postmaster: Could you wait a minute? y/n I'll go check.... Yes, there is another package for you. It's from Dr. Luke again.

Theophilus: Thank you sir. This must be the sequel at last!

Postmaster: Sequel? y/n What do you mean? wh

Theophilus: Well, do you remember the stories about the Nazarene carpenter, Jesus? y/n Dr. Luke promised me he'd write about what happened after his resurrection.

Postmaster: Really? y/n That sounds fascinating.

Theophilus: By the way could I have some stamps as well please? y/n

Postmaster: Here you go.

Theophilus: How much do I owe you? wh Has Postage gone up again? y/n

Postmaster: That will be four shekels. Any chance you'd share these stories with my family? y/n



Theophilus at the Post Office

2 **Postmaster:** Can I help you, Mr. Theophilus?

Theophilus: *Yes, did the mail arrive already today? Is there any*
4 *mail for me?*

Postmaster: Could you wait a minute? I'll go check.... Yes,
6 there is another package for you. It's from Dr. Luke again.

8 **Theophilus:** *Thank you sir. This must be the sequel at last!*

Postmaster: Sequel? What do you mean?

10 **Theophilus:** *Well, do you remember the stories about the Nazarene*
carpenter, Jesus? Dr. Luke promised me he'd write about what
12 *happened after his resurrection.*

Postmaster: Really? That sounds fascinating.

14 **Theophilus:** *By the way, could I have some stamps as well please?*

Postmaster: Here you go.

16 **Theophilus:** *How much do I owe you? Has postage gone up again?*

Postmaster: That will be four shekels. Any chance you'd
18 share these stories with my family?





Part B: *Forming Questions*

1. There is one basic principle in forming all questions in English:
word order – the first helping verb in the verb group is placed before the subject.
2. Review with the learners the helping verb system in English. Put up the **Helping Verbs OHT**. Explain about the three different kinds of helping verbs.
 - a. Explain to the learners that *be* and *have* function as **helping verbs** in word groups.
 - *be* is used for forming the progressive (continuous) tenses
 - *have* is used for the perfect tenses.
 - b. Other **helping verbs** are the modals. The form of these verbs does not change for tense or person. Modals are used **to express the attitude or mood or mind-set of the speaker**. They are used for functions such as asking questions, negating, suggesting, advising, expressing politeness, requesting, expressing ability, expressing certainty and possibility. We will look at those functions in another unit.
 - c. Then there is a **special helping verb**, the pro-helper do. In simple tenses (present & past), use the pro-helping verb *do/does/did* to make questions.

Note to teacher:

do is used for emphasis and negation as well but these will be addressed in another unit.









Helping Verbs

<div>BE</div> <div></div>	<div>HAVE</div> <div></div>	<div>MODALS</div> <div>(mind-set)</div> <div></div>	<div>DO</div> <div></div>
<div><u>am</u> writing</div> <div><u>is</u> giving</div> <div><u>are</u> looking</div> <div><u>was</u> eating</div> <div><u>were</u> staying</div>	<div><u>have</u> heard</div> <div><u>has</u> set</div> <div><u>had</u> chosen</div>	<div><u>will</u> receive</div> <div><u>would</u> arrive</div> <div><u>can</u> know</div> <div><u>could</u> use</div> <div><u>shall</u> come</div> <div><u>should</u> know</div> <div><u>must</u> witness</div> <div><u>may</u> come</div> <div><u>might</u> come</div>	<div><u>do</u> see</div> <div><u>does</u> see</div> <div><u>did</u> see</div>

Helping Verbs OHT










Part C: Asking and Answering Yes/No Questions

1. Begin with the yes/no Question formation. Following the **Note to teacher: Forming Questions** below and using *Grammar Shapes*, explain to the learners that in most questions the first helping verb is placed before the subject. That means that the helping verb (*be*, *have*, or *modal*), is placed at the front of the sentence. It is placed before the subject. The base form does not move.
2. If the verb *be* is the main verb (as in #4 in the **Note to teacher: Forming Questions**), it does not need a helping verb. (It helps itself and is placed at the front of the sentence.) Use the *Grammar Shapes* and the examples below to explain the placement of the subject and the helping verb.

Note to teacher: Forming Questions	
Statement	Question
1. Luke has written a second book. 	Has Luke written a second book? 
2. Luke <u>has</u> been writing books. 	<u>Has</u> Luke been writing books? 
3. Luke can help you. 	Can Luke help you? 
4. The book is for Theophilus. 	Is the book for Theophilus? 



3. Following the **Note to teacher: Do/Does in Questions** and using *Grammar Shapes* explain the use of the **pro-helper 'do'** in y/n questions where the verb group has no helping verb: simple present, simple past. Since the basic principle for forming questions in English is to put a **helping verb** at the front of the subject, a **pro-helper** is needed – *do, does or did*.
4. Remember that *be* helps itself and does not need a helping verb.










Note to teacher: Do/Does in Questions	
Statement	Question
The apostles live in Jerusalem.  	Do the apostles live in Jerusalem?   
<i>be</i> Verb Statement	<i>be</i> Verb Question
They were apostles.  	Are they apostles?  

5. Answering questions. Explain to the learners that the answers to these questions also use the same **helping verb**. It is important to add the **pronoun + helping verb with the yes or no** to not seem rude or abrupt.

Notice: the adverb *yes* will always be followed by the positive and the adverb *no* will always be followed by the negative.

- a. Do the apostles live in Jerusalem? Yes, they do.
- b. Can Luke help you? Yes, he can.
- c. Has Luke written two books? Yes, he has.
- d. Is Luke looking up into the sky? No, he isn't.










6. Write out the following sentences, one word (or section) per 8 x 11 sheet. Divide the class into three groups. Have each group sequence the words in question order. Have them present their sequence to the entire class by standing in the right order holding the cards up (reading from left to right). Have the groups check each other's sentences for correct order.

Group 1				
Did 	Jesus 	show 	himself to these men?	<i>Yes, he did.</i>
Group 2				
Can 	you 	walk 	to Jerusalem from the Mount of Olives?	<i>Yes, you can.</i>
Group 3				
Had 	the apostles 	been watching 	Jesus?	<i>Yes, they had.</i>

7. Hand out the **Y/N Question Worksheet**. Have the learners complete it individually.

Then have them check their answers with a partner. Take up the answers as a whole class.












<i>Y/N Question Worksheet Answer Key</i>				Answers
be/have 	subject 	main verb 		
Were	they	looking	into the sky?	Yes, they were.
Had	he	shown	himself to them?	Yes he had.
Modal 	subject 	main verb 		
Can	you	know	the date?	No, you can't.
Pro-helper -- do 	subject 	main verb 	rest of question	
Did	they	return	to Jerusalem?	Yes, they did.
Does	she	live	upstairs?	No, she doesn't.

Yes/No Question Worksheet

Take the statements from the *Statements* box and write the words in question order in the chart below. Choose answers from the *Answers* box and write them in the answer column in the chart below. The first one has been done for you.

Statements	Answers
They are watching Jesus	Yes, they were.
They were looking into the sky.	No, she doesn't.
They returned to Jerusalem	Yes, he had.
He had shown himself to them.	Yes, they are.
You can know the date.	No, you can't.
She lives upstairs.	Yes, they did.

				Answers
be/have 	subject 	main verb 		
<i>Are</i>	<i>they</i>	<i>watching</i>	<i>Jesus?</i>	<i>Yes, they are.</i>
Modal 	subject 	main verb 		
Pro-helper -- do 	subject 	main verb 	rest of question	



Part D: *Asking and Answering Wh-Questions*

1. Introduce the concept of asking **Information Questions** by going back to the **Theophilus at the Post Office Worksheet/OHT** and eliciting the wh- questions.
2. Explain that there are a number of common **wh-question words** that we use to begin information questions. Elicit the question words (learners should be familiar with them): *what, who, why, where, when, which, how*.
3. Put up the **Wh-questions OHT** and read through the questions. Ask the learners to repeat them after you. **Note the rising-falling intonation.** Elicit the answers to the questions as well.
4. Hand out a set of **Question/Response Word Cards** to each pair of learners. Instruct them to match the question word (interrogative pronoun) with the kind of answer it is expecting.

5. Following the **Wh-Question Notes**, and using the *Grammar Shapes*, explain that WH-questions still have the basic word order principle, but they have the question word first, then the first helping verb, before the subject and main verb. **Emphasize the order:** WH- + helping verb + subject + main verb using the *Grammar Shapes*.

- There is an exception when the question word is the subject, e.g. *Who is picking up his mail?*
- The same is true if the main verb is the *be* verb, e.g. *Why is he glad?*

Note to teacher:

Wh-Question Notes

When will he read the report?



Who is picking up his mail?



Why is he glad?



6. Hand out the **Wh-question Worksheet**. In pairs, have the learners complete it. Use *Grammar Shapes* to take up the answers.

<i>Answer Key</i>					
Question Word	be/have/modal/do	subject	main verb		Answers
<i>How much</i>	<i>do</i>	<i>I</i>	<i>owe</i>	<i>you?</i>	<i>You owe me three shekels.</i>
<i>Where</i>	<i>did/ do</i>	<i>I</i>	<i>put</i>	<i>my money?</i>	<i>You put your money in your bag.</i>
<i>Wh-Questions with Question word as the subject</i> <i>Questions with 'be' as the main verb.</i>					
					<i>Answers</i>
<i>Who</i>	<i>wrote</i>	<i>the report?</i>			<i>Luke wrote the report.</i>
<i>What</i>	<i>is</i>	<i>his name?</i>			<i>His name is Luke.</i>

Wh-questions

Who is picking up his mail?

What does he receive?

Where does he pick up his mail?

Why is he glad to receive his mail?

When will he read the report?

Which story will he read first?

How does Theophilus know Luke?

How many books did Luke write?

How much does Theophilus owe?













Question Word(s)↓	Response Word(s)↓
What	<i>thing or idea</i>
Who	<i>person</i>
When	<i>time</i>
Where	<i>place</i>
Which	<i>choice</i>
Why	<i>reason or explanation</i>
How	<i>manner</i>
How long	<i>measurement of length or time</i>
How many	<i>a number</i>
How much	<i>quantity</i>
How far	<i>measurement of distance</i>

Question Words/Response Word Card Set/Answer Key

Wh- Question

Take the answers from the Answers column and write the words in question order in the chart below. The first one has been done for you.

Question Word 	be/have/modal/do   	subject 	main verb 		Answers
<i>How much</i>	<i>do</i>	<i>I</i>	<i>owe</i>	<i>you?</i>	<i>You owe me three shekels.</i>
					<i>You put your money in your bag.</i>
<i>Wh-Questions with Question word as the subject</i> <i>Questions with 'be' as the main verb.</i>					
	main verb  				Answers
					<i>Luke wrote the report.</i>
					<i>Luke is his name.</i>

WH- Question Worksheet

**Part E:** *Purposes of Questions*

1. Explain to the learners that the most basic purpose of a question is to ask for information, but that is not the only purpose. Elicit from the learners what they think different purposes of questions might be. Can they find examples of other purposes in the dialogue?
2. Give a set of **Purposes and Questions Cards** to pairs of learners and ask them to match them.
3. Discuss the matches and examples as a whole class.

<i>Answer Key</i>	
Getting information	Did the mail arrive already today? Is there any mail for me?
Requesting	Could you wait a minute?
Suggesting	Any chance you'd share those stories with my family?
Offering to help	Can I help you?
Offering something	Would you like some stamps?
Instructing politely	Could you wait a minute? Could I have some stamps as well, please?
Complaining	Has postage gone up again?
Confirming	Really?

Purpose Cards↓	Question Cards↓
Getting information	Did the mail arrive already today? Is there any mail for me?
Requesting	Could you wait a minute?
Suggesting	Any chance you'd share those stories with my family?
Offering to help	Can I help you?
Offering something	Would you like some stamps?
Instructing politely	Could you wait a minute? Could I have some stamps as well, please?
Complaining	Has postage gone up again?
Confirming	Really?

Purpose and Questions Cards