

Федеральное агентство по образованию  
Нижевартовский государственный гуманитарный университет  
Кафедра английского языка и методики его преподавания

**МАТЕРИАЛЫ ПО ГРАММАТИКЕ  
АНГЛИЙСКОГО ЯЗЫКА**

***Wh*-Questions**

Учебно-методическое пособие

**Нижевартовск  
2009**

**ББК 81.2Англ-2**  
**М 34**

Печатается по постановлению Редакционно-издательского совета  
Нижевартовского государственного гуманитарного университета

Составители:  
Sofya Avakimyan, MATESOL;  
Mia Chang, MATESOL

Рецензент:  
professor John Hedgcock, MIIS  
(Monterey Institute of International Studies, California, USA)

**М 34      Материалы по грамматике английского языка: *Wh*-Questions:**  
Учебно-методическое пособие / Сост. С.Авакимян, М.Чанг. —  
Нижевартовск: НГГУ, 2009. — 43 с.

**ISBN 978–5–89988–671–4**

Учебно-методические материалы содержат описание специальных вопросительных предложений на основе подходов, принятых в современных зарубежных грамматиках, с учетом формы, значения и функционирования. Исходя из приводимых теоретических предпосылок, предлагается разработка уроков по введению и закреплению различных типов специального вопроса с использованием аутентичных источников, способствующих развитию коммуникативных навыков.

Материалы могут представлять интерес для учителей, преподавателей и студентов-практикантов.

**ББК 81.2Англ-2**

**ISBN 978–5–89988–671–4**

© Авакимян С., Чанг М., составление, 2009  
© Издательство НГГУ, 2009

## ***Part 1. Linguistic Analysis: Wh-Questions***

### **Introduction**

In terms of teaching and learning strategy, *wh*-questions (specific information questions) are considered not only very important, but also the most often used structures inside and outside classroom. Questions in general are a significant tool for “talk management in class which is concerned with how participants conduct their classroom conversation in order to accomplish their immediate educational goals” (Kumaravadivelu, 2003, p. 115). They are responsible for what van Lier (1998, as cited in Kumaravadivelu, 2003) has called the “activity” of classroom discourse (p. 115). The way in which talk is controlled and managed is determined, to a large extent, by the structure of information exchange (Kumaravadivelu, 2003). Brown (2007) claims that one of the best ways to boost a teacher’s role as an initiator and sustainer of interaction is “to develop a repertoire of questioning strategies” (p. 218). Especially when beginning level students do not have tools for initiating and maintaining language in classrooms, teacher’s questions can serve to guide communication meaningfully and appropriately. Kumaravadivelu (2003) claims that the teacher initiates the talk by asking questions to which students respond (their questions being a kind of model for students), and then the teacher supplies feedback (it is what is known as “IRF sequence”) (Kumaravadivelu, 2003, p. 116). For example, yes/no questions query about the simple truth of an entire proposition, whereas *wh*-questions ask for specific piece of information as in:

(1) Do you speak English at home?

(2) *What* is your first language?

ESL/EFL teachers use *wh*-questions to narrow the topic and elicit specific information, whereas students use them to request particular knowledge as in:

(3) *Where* would you like to go during your summer vacation?

(4) *How* do I say “Thank you” in French?

As exemplified above, the selection of the question word often depends on the particular knowledge that the speaker is looking for. In fact, there are a number of categories of *wh*-questions. However, a developmental sequence in the acquisition of questions by English learners from different first language backgrounds shows that English *wh*-questions are not acquired especially early (Celce-Murcia & Larsen-Freeman, 1999). For example, *wh*-fronting precedes inversion in *wh* + copula, which leads to inversion in *wh*-questions with both an auxiliary and a main verb (Lightbown & Spada, 2006). For instance,

(5) *Where is* the textbook?

(6) *Where are* the children **playing**?

(7) *How do* you **say** *thank you* in Russian? (adapted from Lightbown & Spada, 2006)

Because questions are relevant for initiating and sustaining interaction, *wh*-questions should be introduced to students of beginning level proficiency. English *wh*-questions have basic structures with or without inversion. As a result, the syntactic rules for their formation seem easier than their meaning and use dimension. Because of the question formation area is of great importance both for learners and teachers, this linguistic analysis seeks to undertake a concise exploration of form, meaning, and use dimensions of *wh*-questions in order to draw students' attention to their grammatical structure accurately, meaningfully, and appropriately (Celce-Murcia & Larsen-Freeman, 1999).

## The Form of *Wh*-Questions

In terms of form, *wh*-questions are sometimes called open questions or pronominal questions since interrogative pronouns such as *who*, *whom*, *whose*, *what*, *when*, *where*, *how*, *which*, and *why* can query about any part of a sentence (Kennedy, 2003). In addition, they are called information seeking questions because they always contain an information seeking word and this form comes first in the sentence (Berk, 1999). In fact, *wh*-questions might be considered as statements with an information gap because they have the same falling intonation as statements (Celce-Murcia & Larsen-Freeman, 1999). The underly-

ing assumption of a *wh*-question is that “some event/action has taken place or some state of affairs exists” (Celce-Murcia & Larsen-Freeman, 1999, p. 242). This assumption distinguishes a *wh*-question form from a statement or a yes/no question form as in:

(8) Ms. Hopkins wrote a thank-you note to Alex’s mother after the school conference.

(9) Did Ms. Hopkins write a thank-you note to Alex’s mother after the school conference?

(10) *What* did Ms. Hopkins write to Alex’s mother after the school conference?

The above-mentioned examples show that the *wh*-question (10) can use the interrogative *what* plus the yes/no question form (9).

Considering the sentence that follows, we can find a variety of constituents from the following examples (11–17) that can be queried in *wh*-questions. In fact, the determination of which constituent to focus on is driven not only syntactically but also semantically. We will explore both of these aspects of *wh*-questions through extracted constituents via *wh*-movements.

Stem sentence: Ms. Hopkins wrote a thank-you note to Alex’s mother after the school conference.

(11) *Who* wrote a thank-you note to Alex’s mother after the school conference?

(12) *What* did Ms. Hopkins write, to Alex’s mother after the school conference?

(output of base: Q-wh Ms. Hopkins -past write what to Alex’s mother after the school conference.

copy s/t: Q-wh what Ms. Hopkins -past [+3rd person + singular] write to Alex’s mother after the school conference.

*wh*-fronting: what Ms. Hopkins -past [+3rd person + singular] write to Alex’s mother after the school conference

operator addition: what Ms. Hopkins -past [+3rd person + singular] do write to Alex’s mother after the school conference

subject-operator inversions: what -past [+3rd person + singular] do Ms. Hopkins write to Alex's mother after the school conference)

First, the interrogative word always comes first in all *wh*-questions. The subject *wh*-question as in (11) can be easily made without inverting the subject and verb. Because the word order is not changed, an auxiliary is unnecessary. Thus, the rules to make a question would be to copy subject and number on tense, and to derive the surface structure with the morphology. However, except on subject *wh*-questions, all the *wh*-constituents that are moved to form the interrogatives need to have the auxiliary verb between subjects and the interrogatives. This auxiliary verb is called an *operator*. In the predicate *wh*-question (12) where the object is queried with no auxiliary verb, *do/did* is inserted as an *operator*. Because the information gap is in the predicate rather than in the subject, *wh*-fronting, the operator addition, and subject-operator inversion are applied in sequence. Moreover, when the object of the preposition is queried, the preposition may be moved to the front or be left behind as in:

(13a) *To whom* did Ms. Hopkins write a thank-you note<sub>i</sub> after the school conference.

(output of base: Q-wh Ms. Hopkins -past write a thank-you note to whom

copy s/t: Q-wh Ms. Hopkins -past [+3rd person + singular] write a thank-you note to whom

*wh*-fronting: to whom Ms. Hopkins -past [+3rd person + singular] write a thank-you note

operator addition: to whom Ms. Hopkins -past [+3rd person + singular] do write a thank-you note

subject-operator inversion: to whom -past [+3rd person + singular] do Ms. Hopkins write a thank-you note)

(13b) *Who(m)* did Ms. Hopkins write a thank-you note to<sub>i</sub> ?

(output of base: Q-wh Ms. Hopkins -past write a thank-you note to whom

copy s/t: Q-wh Ms. Hopkins -past [+3rd person + singular] write a thank-you note to whom

*wh*-fronting: whom Ms. Hopkins -past [+3rd person + singular] write a thank-you note to

operator addition: whom Ms. Hopkins -past [+3rd person + singular] do write a thank-you note to

subject-operator inversion: whom -past [+3rd person + singular] do Ms. Hopkins write a thank-you note to)

Although the two questions above have the same semantic property, question (13a) is considered to be more formal than (13b). Therefore, the syntactic choice would depend on the context where and to whom it is used. And the possessive determiner as in question (14) and the demonstrative determiner in question (15) must systematically extract a *wh*-constituent as in:

(14) *Whose* mother did Ms. Hopkins write a thank-you note to?

(out of base: Q-*wh* Ms. Hopkins -past write a thank-you note to whose mother

copy s/t: Q-*wh* Ms. Hopkins -past [+3rd person + singular] write a thank-you note to whose mother

*wh*-fronting: to whose mother Ms. Hopkins -past [+3rd person + singular] write a thank-you note

operator addition: to whose mother Ms. Hopkins -past [+3rd person + singular] do write a thank you note

subject-operator inversion: to whose mother -past [+3rd person + singular] do Ms. Hopkins write a thank you note)

(15) What kind of note did Ms. Hopkins write?

(out of base: Q-*wh* Ms. Hopkins -past write what kind of note

Copy s/t: Q-*wh* Ms. Hopkins -past [+3rd person + singular] write what kind of note

*wh*-fronting: what kind of note Ms. Hopkins -past [+3rd person + singular] write

operator addition: what kind of note Ms. Hopkins -past [+3rd person + singular] do write

subject-operator inversion: what kind of note -past [+3rd person + singular] do Ms. Hopkins write)

Because of these marked features of *wh*-questions functioning as possessive or demonstrative determiners, Celce-Murcia and Larsen-Freeman (1999) categorized them as “special cases involving *wh*-fronting” (p. 246). Finally, the scope of constituents could be wide as in question (16) or could be temporal adverbial as in (17):

(16) What did Ms. Hopkins do<sub>i</sub> after the school conference?

(out of base: Q-wh Ms. Hopkins -past do what after the school conference

copy s/t: Q-wh Ms. Hopkins -past [+3<sup>rd</sup> person + singular] do what after the school conference

*wh*-fronting: what Ms. Hopkins -past [+3<sup>rd</sup> person + singular] do after the school conference

operator addition: what Ms. Hopkins -past [+3<sup>rd</sup> person + singular] do do after the school conference

subject-operator inversion: what -past [+3<sup>rd</sup> person + singular] do Ms. Hopkins do after the school conference)

(17) *When* did Ms. Hopkins write a thank-you note to Alex's mother?<sub>i</sub>

(out of base: Q-wh Ms. Hopkins -past write a thank-you note to Alex's mother when

Copy s/t: Q-wh Ms. Hopkins -past [+3<sup>rd</sup> person + singular] write a thank-you note to Alex's mother when

*wh*-fronting: when Ms. Hopkins -past [+3<sup>rd</sup> person + singular] write a thank-you note to Alex's mother

operator addition: when Ms. Hopkins -past [+3<sup>rd</sup> person + singular] do write a thank-you note to Alex's mother

subject-operator inversion: what -past [+3<sup>rd</sup> person + singular] do Ms. Hopkins write a thank-you note to Alex's mother)

The possible response for question (16) could be either a verbal phrase (i.e., wrote a thank-you note) or a full statement (i.e., She wrote a thank-you note to Alex's mother after the school conference). In fact, some grammar book writers (Berk, 1999; Kennedy, 2003) categorized *wh*-questions either under sentence types or under verbal phrases.



Before concluding our form discussion about a variety of constituents queried in a *wh*-question, we would like to refer to negative interrogative because negative *wh*-questions are syntactically and semantically different from affirmative *wh*-questions as in:

(18) *Why* didn't Ms. Hopkins write a thank-you note to Alex's mother?

(out of base: Q-*wh* not Ms. Hopkins –past write a thank-you note to Alex's mother *why*

copy s/t: Q-*wh* not Ms. Hopkins –past [+3 +sg] write a thank-you note to Alex's mother *why*

*wh*-fronting: *why* not Ms. Hopkins –past [+3 +sg] write a thank-you note to Alex's mother

operator addition: *why* not Ms. Hopkins –past [+3 +sg] do write a thank-you note to Alex's mother

not placement: *why* Ms. Hopkins –past [+3 +sg] do not write a thank-you note to Alex's mother

not contraction: *why* Ms. Hopkins –past [+3 +sg] don't write a thank-you note to Alex's mother

subject-operator inversion: *why*–past [+3 +sg] don't Ms. Hopkins write a thank-you note to Alex's mother)

Clearly, negative *wh*-questions involve the additional operations of *not* placement and *not* contraction rules along with other operations needed for affirmative *wh*-questions.

The syntactic properties of *wh*-questions assume that “one must always fully reconstruct the underlying proposition when analyzing the meaning and derivation of a *wh*-question” (Celce-Murcia & Larsen-Freeman, 1999, p. 248). Making a statement from *wh*-questions could be one way to reconstruct the underlying proposition. By doing so, learners might notice that the correct form of *wh*-questions is closely related to their meaning.

## The Meaning of *Wh*-Questions

The *wh*-element determines “the semantic character of the inquiry focuses” (Celce-Murcia & Larsen-Freeman, 1999, p. 248). The part to be specified can be a clause element (i.e., subject, object, predicative, or adverbial) or a part of a verb phrase (Quirk, Greenbaum, Leech, & Svartvik, 1985). The following table exemplifies “common *wh*-questions and their syntactic/semantic correspondences (Celce-Murcia & Larsen-Freeman, 1999, p. 248):

Subject NP (animate)	who	<i>Who</i> ever opened my letter?
Subject NP (inanimate)	what	<i>What</i> is happening?
Subject Noun Predicate (animate)	who	<i>Who</i> is that?
Subject Noun Predicate (animate)	what	<i>What</i> is that?
Object NP (animate)	who(m)	<i>Who(m)</i> are you talking about?
Object NP (inanimate)	what	<i>What</i> do you mean?
det (quantifier, noncount)	how much + NP	<i>How much</i> time did you spend on that?
det (quantifier, count)	how many + NP	<i>How many</i> credits do you have?
det (quantifier + measure word)	how long/deep/old/high/far/long/big	<i>How long</i> did it take them?
Attribute		
- quality	how	<i>How</i> was your trip, Nick?
- type	what ...like	<i>What</i> does she look like?
- colour, size, nationality	what kind/ type of + NP	<i>What type</i> of questions did they ask?
Attribute (intensifier)	what + NP	<i>What size</i> is your skirt?
	how + adj	<i>How long</i> are you going to stay there?
	how +adv	<i>How fast</i> did she drive?
VP (predicate)	what ...do	<i>What</i> did she do next?
Adverbial modifier		
- manner	how	<i>How</i> did they escape from you?
- direction	where	<i>Where</i> did they run away?
- position	where	<i>Where</i> did you put my book?
- time	when	<i>When</i> will you be promoted?
- reason	why	<i>Why</i> did you buy that?
- purpose	what ... for	<i>What</i> did he do that for?
- frequency	how often	<i>How often</i> do you visit Monterey?

It is also noteworthy that grammarians usually differentiate between *general* and *specific wh*-questions. For example, to ask a general question about the time of a specific event, we can say,

(19) *When* is the TESOL conference?

However, it is also possible to ask about the time of a specific event with the help of more specific *wh*-questions as in:

(20) *What time* is the TESOL conference?

(21) *Which day* is the TESOL conference?

(22) *What date* is the TESOL conference?

(Note that, in the above examples we are replacing a determiner with a corresponding interrogative determiner and then moving the relevant constituent by digging into the constituent itself).

Both general and specific *wh*-questions can be asked about direction. For instance,

(23) *Where* did she go<sub>i</sub>?

(24) *Which way* did she go<sub>i</sub>?

General and specific questions can also be used at the clausal level, when asking about an event:

(25) *What* happened?

(26) *What* did she present<sub>i</sub>?

(27) *What* did she present<sub>i</sub> about language assessment?

There are also *uninverted wh*-questions, where the *wh*-element remains in the usual position for this type of information in declarative sentences. Moreover, “subject-operator inversion would be suppressed” (Celce-Murcia & Larsen-Freeman, 1999, p. 250). For instance,

(28) A: So you boarded the train *where*?

B: At San Francisco.

(29) A: And you got off *at what station*?

B: At Los Angeles.

Declarative questions can sometimes be echo-questions and used to “express surprise or disbelief and ask for conformation rather than information” (Biber, Johansson, Leech, Conrad, & Finegan, 1999, p. 205):

(30) A: *How fast* can you pick it up?

B: How fast I can *what*?

A: How fast can you pick it up?

Occasionally, only a *wh*-element is used as a repair to show that some information was not heard:

(31) A: I want to go to the TESOL conference in April.

B: Where?

A: To the TESOL conference.

Such echo questions imply surprise or disbelief when they are said “with pitch above the normal range” (Celce-Murcia & Larsen-Freeman, 1999, p. 250):

(32) A: I’m going to the TESOL conference.

B: You are going *where*?

A: I know. Luck me!

In order to make *wh*-questions more emphatic it is possible to add *ever* to a *wh*-element. Usually, these words are stressed in speech. *Ever* can be added to all *wh*-words except for *which* and *whose*. Such types of questions can convey various kinds of feelings:

Admiration: (33) *However* did you manage it?

Dismay: (34) *Wherever* did you get that idea?

Perplexity: (35) *Whatever* does she see in him?

(Celce-Murcia & Larsen-Freeman, 1999, p. 250)

Like other types of questions *wh*-questions can be also *positive* (affirmative) or *negative*. “Negative questions can be neutral, like affirmative *wh*-questions” (Celce-Murcia & Larsen-Freeman, 1999, p. 250) as in:

(36) *Who* hasn’t had any coffee?

They, however, can bear negative connotation in meaning as well (Celce-Murcia & Larsen-Freeman, 1999, p. 251). For example, (37) is

an unmarked neutral question, whereas (38) can imply that the speaker talked too long or hid some information:

(37) *What* did Jeremy say?

(38) *What* didn't Jeremy say?

*Why don't you* and *Why not* are commonly used as invitations, suggestions, or instructions as in:

(39) *Why don't you* come for a meal one day next week?

(40) *Why not* go by bus?

Although *Why don't you* suggests advice, it can also have some "critical and irritable tone, since it is used when the hearer has not performed or is not performing the recommended activity" (Quirk, et al., 1985, p. 821):

(41) *Why don't you* shave?

(42) *Why don't you* revise this paper?

*Why don't I* can be used as an offer. For instance,

(43) *Why don't I* give you a hand?

*Why don't we* can be used for both offers (44) and suggestions (45):

(44) *Why don't we* give you a hand?

(45) *Why don't we* have a rest now?

## The Use of *Wh*-Questions

### *Yes/No Questions versus Wh-Questions*

*Wh*-questions appear when the speaker assumes that the listener already knows the proposition. "If this knowledge cannot be assumed the speaker would use a yes/no question to establish the proposition. Once this is done, *wh*-questions would be employed to provide specific details" (Celce-Murcia & Larsen-Freeman, 1999, p. 251). For instance,

(46) A: *Did* you go to the TESOL conference last year?

B: Yes.

A: *How* was it?

Interestingly, if the first person had wrong assumptions about their shared knowledge, the second person might misunderstand his/her interlocutor:

(47) A: *How* was the conference?

B: *What* conference?

### *Social Uses*

Certain *wh*-question structures are formulaic and are not interrogative at the illocutionary level. They may be greetings, making suggestions, expressing perplexity, etc. Such *wh*-question patterns can serve particular social functions. *How* and *what* are the most frequently used *wh*-words in this case:

Introduction: (48) *How* do you do? *What* do you do?

Greetings: (49) *How* are you? *How* have you been? *What's* new? *What's* up? *What's* happening?

Eliciting personal reactions: (50) *How* was the X?

Making suggestions: (51) *Why* don't you/we X?

(Celce-Murcia & Larsen-Freeman, 1999, p. 252)

Although *wh*-questions are most commonly used for asking for information, they may have other speech-act functions. For instance,

Expressing an opinion: (52) *Who* needs sitcoms? (a rhetorical question that does not require response).

Expressing rebuke: (53) *How dare* you speak to me like that?

Responding positively to a suggestion: (54) *Why not*?

Expressing perplexity: (55) *What to do*?

Expressing exasperation: (56) *What now?* or *Now what?*

Asking for clarification/expansion: (57) *What about it?*

Seeking another's opinion: (58) *How about you?*

Challenging another's opinion: (59) *How come?*

(60) *What for?*

(61) *Since when?*

(Celce-Murcia & Larsen-Freeman, 1999, p. 252)

Importantly, *wh*-questions may differ in register. For example, *how come* followed by direct word order is typical of informal language as an alternative to *why* (Biber et al., 1999):

(62) *How come* you are here?

(63) *How come* the garage sells it cheaper?

In the colloquial language “*wh*-word can be reinforced by the following expletive” (Biber et al., 1999, p. 204):

(64) *What the heck* has happened?

(65) *Who the fuck* did that?

(66) *What the devil’s* this?

(67) *What the hell’s* the matter with you?

(68) *What the deuce* have you got there?

(69) *Where on earth* have you been, Gordon?

(Biber et al., 1999, p. 204)

It must be acknowledged that the use of these kinds of *wh*-questions is highly constrained by informal language.

### *Uninverted Wh-Questions*

Uninverted *wh*-questions mentioned in the *Meaning* section imply a certain level of familiarity of interlocutors. If that is not the case, the use of uninverted *wh*-questions can be considered inappropriate or even rude. For example, if a student says to the dean of the department *You did what?* it is obvious that s/he lacks certain communicative competence or is not well-mannered.

Besides, uninverted (display) questions can be used by teachers who already know the answer to the question, but want to elicit some information from her/his students. For example, a teacher can ask:

(70) So you have learnt *what* about *wh*-questions? (Celce-Murcia & Larsen-Freeman, 1999, p. 253)

### *Elliptical Wh-Questions*

Elliptical *wh*-questions are questions that lack the usual operator and inversion (Quirk et al., 1985, p. 818), as in:

(71) *Where* you been hiding? (have)

(72) *What* you (Watcha) doing? (are)

(73) *How* we going to (gonna) do that? (are)

Celce-Murcia and Larsen-Freeman (1999) claim that this type of *wh*-questions “have auxiliaries that are recoverable from other information in the sentence. In very informal contexts, redundant function words such as auxiliaries tend to be deleted, and other phonological reductions take place” (p. 252). This kind of ellipsis is also known as paradigmatically restored, since a missing element is recoverable owing to a subject-verb paradigm (Barkhudarov, 1975).

### *Who/Whom*

Prescriptively, *who* is the *wh*-word that refers to the subject, whereas *whom* refers to the object of the sentence. Nevertheless, in everyday conversation native speakers of English use *who* for both subject and object. For instance:

(74) *Who* opened the door? (subject)

(75) *Who(m)* did you give the present? (object)

Sometimes instead of a *wh*-element as an indirect object we use “prepositional complement construction” (Quirk et al., 1985, p. 818), as in:

(76) *Who(m)* did you give the present *to*?

However, if the preposition has been fronted only *whom* can be used:

(77) *To whom* did you give the present? (formal)



## **Rationale**

In the following section we will present information about the target audience and instructional settings, explain the choice and sequence of the tasks and exercises in light of our pedagogical approach. Moreover, we also provide possible assessment options.

## **Instructional Setting and Learners' Description**

The following lesson is one in the series of lessons of the pre-intermediate content-based EFL course for school / university students or adult learners. These 120-minute activities aim at developing students' knowledge about the use and formation of *wh*-questions.

English language learners often forget to invert subject and verb when forming *wh*-questions, or do not make subject-verb agreement in questions. Although it is becoming more and more common for colloquial language to omit auxiliary and inversion in *wh*-questions, English learners have to be able to produce standard language especially if they are going to attend academic institutions or have English their major subject.

## **Pedagogical approach**

While designing this lesson plan we kept in mind focus on form approach (i.e., students first notice, process and then practice the target structure in purely communicative input) as well as some approaches of grammar teaching suggested by Ellis (2002) and Fotos (2002). We think that it is essential for teachers of English to employ both formal grammar instruction and task-based activities focused on communication. We hope that this joint approach can guarantee a balance between fluency and accuracy. Structure-based tasks with an explicit focus on grammar can help draw students' attention to the target structure and raise their consciousness of it, hence increase their explicit knowledge. As Ellis (2002) puts it, explicit knowledge provides learners with an opportunity to "monitor language use and, thereby, to improve accuracy in output; facilitate noticing of new forms and new form-function mappings in the input; and make possible 'noticing the gap'" (p. 164).

We believe that the lesson sequence suggested by Fotos (2002) can be particularly effective in the case of teaching *wh*-questions. Consciousness-raising task might be either followed or preceded by formal grammar instruction. Then follow production exercises and communicative activities, which contain a target structure. This combination of activities can enable students to equally develop fluency and accuracy.

Fotos (2002) argues that it is “necessary to have some type of formal instruction – whether through a teacher-fronted grammar lesson or through performance of more meaning-focused activities that nonetheless call attention to specific forms in communicative content – to develop learner awareness of the grammatical features” (p. 152). Furthermore, explicit grammar instruction can help beginning level students to become more knowledgeable about the use and formation of *wh*-questions. Explicit grammar instruction with various examples presented together with the meaningful task-based activities can allow students to comprehend and produce correct *wh*-questions.

We also think that activities that raise students’ awareness of grammatical structures delivered either through “explicit instruction or through communicative exposure that encourage learners to become aware of the forms – can assist learners to acquire these forms” (Hinkel & Fotos, 2002, p. 7).

In designing activities and tasks for this lesson plan we also tried to take into consideration Skehan’s (1998, as cited in Fotos, 2002) tasks components:

1. meaning is primary;
2. there is a communication problem of some type to solve;
3. the activity has some relationship to real-world activities;
4. task completion is usually required; and
5. task performance can be assessed in terms of outcomes. (p. 140)

The topic of this lesson plan is the problem of stray animals, which we believe to be very important and requiring more attention. As Kumaravadivelu (2003) puts it “language is inseparable from its communicative context. Taken out of context, language communication makes little sense” (p. 204). Thus, the chosen topic provides learners with the meaningful input.

Therefore, the students are first introduced to the target structures in context, and their attention to these structures is first drawn by a meaning-focused activity (warm-up) and work with the authentic text

(Adoption Application) that both serve the purpose of raising their awareness of this structure implicitly. Their awareness is further reinforced by explicit grammar instruction that gives students the chance to induce the rules for themselves and then provides opportunities for producing output containing the structures.

Then, students have to solve “a communication problem” by completing information gap activity which requires real-like practicing of the target structure by asking and answering *wh*-questions. Thus, students have to both give and receive information. This task leads to the next one – a role-play, which also simulates a real-like communication. The completion of the task is required as students have to decide what particular animal they are going to adopt.

### **Assessment options**

There is a variety of techniques available for the teacher to assess students’ knowledge about *wh*-questions. If the teacher wishes to assess reading and writing, the test tasks closest to mirror real-life uses of texts are short answer tests (where the student is given a real-life situation and required to respond to or produce a *wh*-question) and information-transfer type of test (where students make realistic use of maps, timetables, brochures (as practiced in class) texts, graphic texts such as diagrams, charts and tables. The student identifies the required information in the target text and then transfers it on to a table, map or whatever. The answers consisting of names and numbers can be scored objectively, whereas those requiring phrases or short sentences need to be scored subjectively.

If the teacher wishes to assess listening and speaking, the test technique closest to the real-life situation is role play where students are given cue cards with specific information about their presumed character and setting. However, some students might find it uncomfortable or even difficult to project themselves into an imaginary situation. A teacher needs to familiarize students with role-plays as a normal part of class activities. Another test technique for assessing listening and speaking is information gap activity (as practiced in class) where one student obtains specific information, whereas the other does not and vice versa. Students interact with each other to complete the task and fill out missing information within a limited period of time.

## ***Part 2. Lesson Plan Outline***

**Lesson length:** a 120-minute lesson with a ten-minute break.

**Setting:** EFL learners at a secondary school or university.

### **Learner background information:**

- Number: 12–16;
- Age: 14–25;
- English Proficiency level: Pre-Intermediate;
- Education: Current undergraduate (school or university) students in their home countries;
- Assumed Knowledge: word order, parts of sentence, copula *be*, auxiliaries, yes/no questions, the importance of questioning strategy.

**Authentic Materials/Textbook:** AFRP (Animal Friends Rescue Project) Adoption Application form, *Grammar Dimension 2*.

**Materials and equipment:** Computer equipment with audio system, overhead projector, overhead transparency of page 52 in *Grammar Dimensions 2*, song lyrics worksheet, information-gap activity worksheets.

**Skills/Grammar focus:** *Wh*-questions.

**Previous Class Work:** Yes/no questions.

### **Terminal objective:**

The students will be able to:

- in both written and oral speech query about specific information using *wh*-questions (i.e., who, when, where, what, why, whose, whom, which, how) and provide proper responses for them.

### **Enabling objectives:**

The students will be able to:

- read texts and comprehend different types of *wh*-questions used to elicit specific information or knowledge;
- talk about the rules of *wh*-questions formation;
- elicit specific information from their interlocutors by producing different types of *wh*-questions;
- answer different types of *wh*-questions;

- become aware of the problem of homeless animals and come up with ideas how possibly to solve it.

**Preparation:** Write the lesson plan and homework assignment on the board.

**Development of the lesson:**

Stage	Time allotted	Procedures
Warm-up	10 min.	<ul style="list-style-type: none"> <li>• Pass out lyrics of the song <i>Why Won't You Give Me Your Love?</i> by Zutons with taken out <i>wh</i>-words (see Appendix A) and ask Ss to read it and try to fill in the gaps;</li> <li>• Ask Ss what words they have inserted into the blanks and think what their lesson is going to be about;</li> <li>• Instruct Ss to listen to the song and check if they have inserted the right words (the song is accompanied by the video clip of homeless pets);</li> <li>• Elicit from Ss what they know about homeless animals in Monterey Bay Area and share with them some statistics provided by Animal Friends Rescue Project (AFRP) (see Appendix B);</li> <li>• Ask Ss if they have ever adopted pets and if they would like to adopt a cat or a dog.</li> </ul>
Consciousness Raising	20 min.	<ul style="list-style-type: none"> <li>• Tell Ss that the first step in adopting an animal is to fill in the AFRP Adoption Application;</li> <li>• Pass out the Adoption Application (see Appendix C) and ask Ss to read it and think about possible answers, paying attention to the types of questions asked in the questionnaire;</li> <li>• Since the previous topic was yes/no questions, students should easily recognize this type of questions;</li> <li>• Elicit from Ss the way these types of questions are formed (fronting position of copula <i>be</i> and auxiliaries – <i>do</i>, <i>be</i>, <i>have</i>);</li> </ul>

		<ul style="list-style-type: none"> <li>• Ask Ss what other types of questions (specific information questions) they have noticed in the questionnaire and how they think these questions are different from the yes/no questions;</li> <li>• Ask Ss if they think it is necessary to ask those who would like to adopt an animal so many questions, and why;</li> <li>• Following the previous discussion about information questions (warm-up), elicit from Ss how they would group these types of questions (questions to different parts of a sentence);</li> <li>• Put down Ss' ideas on the board as they are sharing them;</li> <li>• Draw students' attention to the various discourse differences in <i>wh</i>-questions (i.e., negative and elliptical <i>wh</i>-questions, lexicalized units of question forms, and uninverted <i>wh</i>-questions in the given Adoption Application).</li> </ul>
Formal Grammar Instruction	15 min.	<ul style="list-style-type: none"> <li>• Following the rules that Ss have come up with, compare them with the patterns given in the textbook;</li> <li>• Using a transparency of <i>Review of Wh-Questions</i> on page 52 and <i>Wh-Questions that Focus on the Subject</i> on page 54 in <i>Grammar Dimensions 2</i> explain to Ss that <i>wh</i>-questions query about the specific information fronting the interrogatives such as <i>who</i>, <i>what</i>, <i>whom</i>, <i>whose</i>, <i>when</i>, <i>where</i>, <i>why</i>, <i>which</i>, and <i>how</i>;</li> <li>• Discuss with Ss <i>wh</i>-questions to different parts of a sentence.</li> </ul>
Controlled Practice	20 min.	<ul style="list-style-type: none"> <li>• Make Ss practice the target structure by completing exercises 1 (scramble questions and answers), 2 and 3 (Write questions to which the bold type words are the answers), 4 (Write questions about the information that is missing), 5 (Write questions to the given answers) (see Appendix D);</li> </ul>

		<ul style="list-style-type: none"> <li>• Exercise 1: prepare separate strips of paper with questions and answers and put them into two piles. Have each student take one slip of paper from each pile. The Ss must go around the room asking the questions on their pieces of paper to each other until they find an answer that matches, adapted from Celce-Murcia &amp; Larsen-Freeman, 1999, p. 256);</li> <li>• When Ss are done make them read question-answer pairs to check if they match;</li> <li>• For exercises 2 and 3 instruct students work in pairs;</li> <li>• Check Ss' understanding of the structure and give additional explanation if necessary by completing the exercises as a whole class.</li> </ul>
Information-gap activity	20 min.	<ul style="list-style-type: none"> <li>• Instruct a S to count Ss by 2 to form pairs.</li> <li>• Pass out to the class two information sheets (A and B) (see Appendix E) with the names of categories about the homeless pets for adoption on the horizontal axis and the names of pets on the vertical axis (4 dogs and that want to be adopted). Students number 1 receive Worksheet A and students number 2 – Worksheet B. The worksheets have 5 different categories such as pet's age, breed, background, likes, and personality. There should be 2 types of information sheets, where some of the cells of the grid are completed, others are not (adapted from Celce-Murcia &amp; Larsen-Freeman, 1999);</li> <li>• Instruct Ss working in pairs to fill in the missing information by asking and answering each other's questions;</li> <li>• While Ss are completing the exercise, T listens to them carefully in order to provide feedback;</li> <li>• When Ss are done, pass out short texts about the pets in the Information-gap activity (see Appendix F);</li> </ul>

		<ul style="list-style-type: none"> <li>• Instruct Ss to read the given texts working in pairs and ask them to check their answers in the grids.</li> </ul>
Role Play	20 min.	<ul style="list-style-type: none"> <li>• Divide Ss into groups of 4, where one student is a foster parent of an animal, another is a staff member of AFRP, and two other Ss is a family who wants to adopt an animal;</li> <li>• Put two piles of animals descriptions with pictures on the table: 1) for families who want to adopt a pet, and 2) for foster parents and staff members;</li> <li>• Instruct Ss to choose one card from the assigned piles (members of a family who is going to adopt a pet can choose a card only from the first pile, and foster family members can choose a card only from the second pile);</li> <li>• Give each group a scenario (see Appendix G) they have to follow, describing a pet and a family that wants to adopt a pet, e.g. a foster parent and a AFRP staff member receive a hand-out with the information about several pets (age, colour, health, etc.), and “the family members” get the information about their family (age, children, living conditions, etc.) and a type of pet they would like to adopt (cat or dog) and why;</li> <li>• Ss have to ask each other questions in order to offer/choose a pet, and “the family” is to either accept or turn down an offer, in either the case giving their arguments (also ensuring proper conditions for the pet they have chosen);</li> <li>• Instruct Ss that by the end of the activity they will have to agree on a particular animal they are going to “adopt.”</li> </ul>
Rounding-off	5 min.	<ul style="list-style-type: none"> <li>• Ask Ss what they have learnt during the lesson, what they know about <i>wh</i>-questions;</li> <li>• Give Ss homework: <ul style="list-style-type: none"> <li>- Introduce the AFRP’s website,</li> </ul> </li> </ul>



		<p><a href="http://www.AnimalFriendsRescue.org">www.AnimalFriendsRescue.org</a> to Ss and tell them to choose one homeless pet they would wish to adopt. Ask Ss to write down 10 questions they are going to ask about the pet they wish to adopt using <i>wh</i>-questions.</p> <p>- Ss are to write as many <i>wh</i>-questions as possible to the given sentence.</p>
--	--	--

- Next lesson plan – next lesson will be focused on *wh*-question use in various registers.

## *References*

- Barkhudarov, L.S. (1975). *Otcherki po morfologii sovremennogo angliyskogo yazyka*. (An outline of present-day English morphology). Moscva: Vysšhaya Shkola.
- Berk, L.M. (1999). *English syntax: From word to discourse*. Oxford: Oxford University Press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English*. London: Longman.
- Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. (3<sup>rd</sup> ed.). New York: Pearson Education.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2<sup>nd</sup> ed.). Boston: Heinle.
- Ellis, R. (2002b). The place of grammar instruction in the second/foreign language curriculum. In E. Hinkel and S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 17-34). Mahwah, NJ: Erlbaum.
- Fotos, S. (2002). Structure-based interactive tasks for the EFL grammar learner. In E. Hinkel and S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 135-154). Mahwah, NJ: Erlbaum.
- Hinkel, E., & Fotos, S. (2002). From theory to practice: A teacher's view. In E. Hinkel and S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 135-154). Mahwah, NJ: Erlbaum.
- Kennedy, G. (2003). *Structure and meaning in English*. Great Britain: Pearson Education Limited.
- Kumaravadivelu, B. (2003). *Beyond methods. Macrostrategies for language teaching*. New Haven and London: Yale University Press.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3<sup>rd</sup> ed.). Oxford: Oxford University Press.

- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). A comprehensive grammar of the English language. London: Longman.
- Zutons. (April, 2006). Why Won't You Give Me Your Love? Lyrics. Retrieved April 3, 2008 from <http://www.lyriczz.com/lyriczz.php?songid=21215>

## ***Appendices***

### ***Appendix A. Zutons – Why Won't You Give Me Your Love?***

*Fill in each gap with one appropriate word. Then listen to the song and check your answers.*

\_\_\_\_\_ can I do, \_\_\_\_\_ can I say  
To make you want me more  
To have your love and show you more  
That's all I'm asking for,  
I've been around the block so many times  
And I need a place to stop

I only want what's right for you  
And you could be right for us  
I hear the same thing all the time  
And you know that I don't care  
I don't like the way your hanging around  
And I sure don't like your hair

Ooo oooh  
\_\_\_\_\_ won't you give me your love?  
Ooo oooh  
\_\_\_\_\_ won't you give me your love?

*Appendix B. AFRP Brochure*  
(with some statistics about homeless pets)



*We are dedicated to finding good permanent homes for stray, abandoned, and abused companion animals and ending the overpopulation crisis through focused spay/neuter programs.*

Over 6,000 cats and dogs are euthanized in Monterey County and Santa Cruz County shelters each year. Every new litter of puppies or kittens contributes to the animal overpopulation crisis.

Animal Friends Rescue Project (AFRP) was founded in 1998 to change the fate of homeless dogs and cats. Our programs focus on finding homes for stray, abandoned, and abused companion animals and on spaying and neutering to prevent litters of unwanted kittens and puppies.

Imagine a community where all cats and dogs are in loving homes. A community where euthanasia as a means of population control is a thing of the past. That is our vision.

*We do not have an easy task ahead of us. When we look into the eyes of the dogs and cats we rescue we know we cannot stop until there are no more homeless pets.*





AFRP rescues over 1,900 cats and dogs each year. We play a unique role in our community by rescuing animals that are least likely to survive the shelter environment. These include underage animals, nursing moms and their litters, senior animals and animals in need of major or minor medical treatment. In addition we also rescue many animals that are simply at risk of being euthanized due to overcrowded shelters. In an effort to reduce the number of animals entering the shelters in the first place we also offer our Prevent-A-litter (P.A.L.) Program. P.A.L. is a low-cost spay/neuter voucher program available to low income pet guardians who cannot afford to alter their animal.

**Animal Friends Rescue Project (AFRP)** is a 501 (c)(3) nonprofit animal rescue organization. We primarily rescue cats and dogs from animal shelters. We have a lifetime commitment to every animal that comes into our care.

***We want to ensure that all companion animals in our community are altered and live in loving homes.***



## AFRP's PROGRAMS

### **Adoption**

*We place homeless animals into good permanent homes.*

### **Foster Care**

*We house and care for homeless animals in volunteer foster homes.*

### **Prevent-A-Litter (P.A.L.)**

*We provide low cost spay/neuter vouchers for the public.*

### **Community Education**

*We educate the public about the importance of spay/neuter and other issues of responsible pet guardianship.*

### **Stay at Home Rescue**

*We help families who need to find new homes for their pets while the pets remain in their care.*

### **Match-A-Pet**

*We help people who are looking for a companion animal of a specific breed, mix, age, or size.*

### **AFRP Treasure Shop**

*Specializes in antiques, furniture, jewelry, elegant clothing, collectibles, and more!*

*All proceeds help support AFRP's rescue and adoption programs.*



## Every life counts!

*"If Zeus could talk, I know he'd thank AFRP for rescuing him, paying for his surgery and placing him in a home where he is very well-loved. Then, he'd probably ask for a doggie treat."*

- Sahra, AFRP donor/adopter



The **AFRP Adoption Center** is located at 560 Lighthouse Ave in downtown Pacific Grove, CA.

The **AFRP Treasure Shop** is located at 154 - 17th Street, Pacific Grove, CA. Phone 831 333 0491

### **Mailing Address:**

P.O. Box 51083  
Pacific Grove, CA 93950

Phone 831 333 0722

Fax 831 333 1956

[www.AnimalFriendsRescue.org](http://www.AnimalFriendsRescue.org)  
[info@AnimalFriendsRescue.org](mailto:info@AnimalFriendsRescue.org)

*AFRP is a non-profit 501(c)(3) Corp.  
TAX ID NO. 77-049 1141*



Every donation large or small helps us reach our goal of rescuing as many animals as we can. Thank you.

I'm enclosing a donation of \$\_\_\_\_\_ to help my animal friends. Donations are tax-deductible to the extent allowed by law. TAX ID NO. 77-0491141

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
State/Zip \_\_\_\_\_  
Phone \_\_\_\_\_  
Email \_\_\_\_\_

Please mail to:

Animal Friends Rescue Project  
P.O. Box 51083, Pacific Grove, CA 93950

You can also reach us via e-mail or phone.

Email [info@animalfriendsrescue.org](mailto:info@animalfriendsrescue.org)

Phone 831 333 0722

Please contact me about:

- ☐ Volunteering
- ☐ Donating to AFRP's General Medical Fund
- ☐ Making a tribute donation
- ☐ Sponsoring a kitty condo or dog kennel
- ☐ Sponsoring an AFRP cat or dog on the Web
- ☐ Corporate gift matching programs
- ☐ Making a bequest / Planned giving

## Appendix C. Adoption Application form



P.O.Box 51083 – Pacific Grove, CA 93950  
Phone: 831 333 0722 – Fax 831 333 1956  
Website: [www.AnimalFriendsRescue.org](http://www.AnimalFriendsRescue.org)  
Email: [info@AnimalFriendsRescue.org](mailto:info@AnimalFriendsRescue.org)

### Adoption Application

Animal Friends Rescue Project is committed to placing homeless animals in the best possible homes. Please, provide the following information so that we may place our animals in appropriate homes. Thanks!

Date \_\_\_\_\_ Animal Friends Representative \_\_\_\_\_ For office use  
☐ fostered  
☐ altered by us  
☐ shelter

#### Animal's information:

Animal's Name \_\_\_\_\_ Animal's ID number \_\_\_\_\_

☐ Dog; ☐ Cat; ☐ Other: \_\_\_\_\_

Breed/Description \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Altered? \_\_\_\_\_

**Where did you hear about this animal?** ☐ AFRP Website; ☐ Petfinder.org; ☐ Coast Weekly Ad; ☐ Herald Ad; ☐ Central Coast Shopper; ☐ Adoption Day; ☐ Other \_\_\_\_\_

#### Adopter's Information:

Applicant's Name \_\_\_\_\_ Email \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

How long at this address? \_\_\_\_ ☐ House ☐ Apt. ☐ Condo ☐ Other: \_\_\_\_

If renting, does your housing lease allow pets? \_\_\_\_\_

Name and phone number of lessor \_\_\_\_\_

How many adults at this address? \_\_\_\_\_ How many children? \_\_\_\_\_

Description, breed and age of **all** animals that reside with you now \_\_\_\_\_

Do your animals have current vaccinations? \_\_\_\_\_



**Please answer the following questions for the type of animal you are adopting:**

Have you ever had a dog/cat/other? \_\_\_\_\_. If yes, when was the last time and for how long? \_\_\_\_\_

If you no longer have the dog/cat/other, what happened to them? \_\_\_\_\_

Are you getting this dog/cat/other as a gift for someone? \_\_\_\_\_

If yes, for who? \_\_\_\_\_

If you have children, have they ever had a dog/cat/other in the household before? \_\_\_\_\_

Where will the dog/cat/other live and sleep? \_\_\_\_\_

Will the dog/cat/other be strictly indoors? \_\_\_\_\_ outdoors? \_\_\_\_\_ both? \_\_\_\_\_

Describe circumstances when and how long the dog/cat/other would be outdoors \_\_\_\_\_

Who will be the primary caretaker of the dog/cat/other? \_\_\_\_\_

Who will care for the dog/cat/other when you are away from home? \_\_\_\_\_

If your dog/cat/other gets sick, can you afford vet bills? \_\_\_\_\_

Have you ever surrendered a pet to a shelter? \_\_\_\_\_ If yes, why? \_\_\_\_\_

## *Appendix D. Scramble Questions*

*Ex. 1. Scramble questions and answers.*

What happens when you mix an energetic young Husky with a busy family of five?	You get a happily exhausted dog and one very smitten family.
How long have Zoey been waiting for a new home?	Zoey have been waiting for a new home for almost a year.
Why can former fighting dogs hardly be socialized?	Because these dogs have “missed” the optimum learning period.
When does the Adoption Centre open?	Adoption Centre hours are Tuesday through Saturday 12-5.
What do you have to do to adopt an animal?	First, you have to fill out an Adoption Application form
What are the goals of Animal Friends Rescue Project (AFRP)?	Animal Friends Rescue Project (AFRP) aims at finding good homes for abandoned, stray, and abused companion animals.
When was Animal Friends Rescue Project (AFRP) started?	Animal Friends Rescue Project (AFRP) provides life saving services to companion animals since 1998.
Where is Animal Friends Rescue Project (AFRP) located?	Animal Friends Rescue Project (AFRP) is a nonprofit organization based in Pacific Grove, California.
Where was the 10-month old shepherd mix pup, Chester found?	He was found in Hollister with a broken hind leg.
With whom does Grace get along?	She gets along with other dogs and cats.
Who sponsored the 4-month-old terrier mix puppy, Link?	Colin West sponsored her.
How can I adopt Dominic?	You can adopt him by filling out an online adoption application.
Where was Todd picked up?	He was picked up in a fast-food parking lot.
When did you adopt Todd?	I adopted him almost 2 years ago.

What helped him clear up his skin problems?	Flea control and good food.
Where was the 10-month old shepherd mix pup, Chester found?	He was found in Hollister with a broken hind leg.

*Ex. 2. Write questions to which the bold type words are the answers.*

One of **Jim's** dogs ran away today. It happened **this morning**. It escaped **by running through the open gate**. **The postman** left it open. He was delivering **a parcel** to Jim's house. **The little white dog** ran out of the gate, but the black one stayed inside. Luckily, it was wearing a **dog-tag**. A young girl phoned Jim **an hour later**. She had found the dog **outside the butcher's**. It was eating **sausages**. **The butcher** was quite angry. The girl arranged to meet Jim **at 5 o'clock**.

1. Whose dog ran away today? \_\_\_\_\_ ?
2. \_\_\_\_\_ ?
3. \_\_\_\_\_ ?
4. \_\_\_\_\_ ?
5. \_\_\_\_\_ ?
6. \_\_\_\_\_ ?
7. \_\_\_\_\_ ?
8. \_\_\_\_\_ ?
9. \_\_\_\_\_ ?
10. \_\_\_\_\_ ?
11. \_\_\_\_\_ ?
12. \_\_\_\_\_ ?

*Ex 3. Write questions to which the bold type words are the answers.*

Tanner is a handsome buff tabby with **turquoise green** eyes. About three years old, Tanner has spent most of his life in **foster care after being rescued as a scared abandoned kitten**. He has been fostered with other cats and dogs, and loves their company. He wants to be friends with **every cat, and will go up and rub his head against**

**them, even if they’ve never met before! Tanner loves to be held in your arms and will relax into your shoulder and purr with happiness.** He would do best in a calm, steady adult home and would love to have some feline friends to pal around with. He would enjoy an indoor/outdoor home in a safe setting. Meet Tanner at **the AFRP Adoption Center, 560 Lighthouse Ave in Pacific Grove.**



- 1. Q: \_\_\_\_\_?
- 2. Q: \_\_\_\_\_?
- 3. Q: \_\_\_\_\_?
- 4. Q: \_\_\_\_\_?
- 5. Q: \_\_\_\_\_?

*Ex. 4 Write questions to the information that is missing.*



Satchel is a (1) \_\_\_\_\_ old American Staffordshire Terrier mix with an exceptionally calm, poised temperament. He is unflappable in new situations, and greets new people and dogs with well-mannered friendliness. Satchel came to us from (2) \_\_\_\_\_, and has settled seamlessly into his foster home. He’s a cuddler who enjoys (3) \_\_\_\_\_. (4) \_\_\_\_\_ crates easily, walks nicely on the leash and will excel at obedience training. Satchel weighs about (5) \_\_\_\_\_ pounds and

will probably be about 40 pounds when mature. He would do best in a home that can give him lots of quality time and companionship. If you are interested in adopting Satchel, please fill out an online adoption application.

1. Q: \_\_\_\_\_?
2. Q: \_\_\_\_\_?
3. Q: \_\_\_\_\_?
4. Q: \_\_\_\_\_?
5. Q: \_\_\_\_\_?

*Ex. 5. Write as many questions as possible to the given answers.*

1. Dominic came from the Salinas Shelter.
2. Dominic came last November.
3. Dominic is a young Chihuahua mix.
4. Dominic couldn't be put up for adoption at the shelter because he was so terrified.
5. Dominic has learned that the world isn't such a scary place after all.
6. AFRP spends \$350,000 annually to provide medical care.
7. AFRP rescues 1,900 animals each year.
8. Charlie Brown came to AFRP after being hit by a car.
9. Laila was found in the parking lot of KION.
10. KION news director found Laila.

### *Appendix E. Information-gap activity – Worksheets*

*In pairs, take turns asking and answering each other questions in order to complete your information sheet. Write the answers in the blanks. Start with the first dog – Herbie. When you complete all the gaps with the missing information about it, move on to the next dog – Bailey, etc. For example,*

*A: What kind of breed is Herbie?*

*B: Herbie is Border Colie/Hound mix.*

*B: How old is Herbie?*

*A: Herbie is about 3 years old.*

*Note: A is a student who has a Worksheet A, and B – has Worksheet B.*

### Worksheet A

Name	Age	Breed	Back-ground	Likes	Person-ality
Herbie	About 3 years old		Neglected and abandoned		Smart and responsive
Bailey		Dalmatian		Walks and gentle kisses	
Ramon	1 year old		Surrendered to the shelter		Bright and well-behaved
Sasha		Purebred Golden Retriever		meeting other dogs and people	

### Worksheet B

Name	Age	Breed	Back-ground	Likes	Person-ality
Herbie		Border Colie / Hound mix		long walks and riding in the car	
Bailey	8-9 years old		hit by a car		sweet, devoted and mellow
Ramon		Dachschund/Chihuahua mix		enjoys riding in the car	
Sasha	7 years old		found as a stray		calm, gentle, wonderful, loving, and eager to please

## *Appendix F. Information-gap activity – Texts*

*Read the given texts and check your answers in the grids.*

### **Sasha**



Sasha is a 7-year-old purebred Golden Retriever that came to us from the Hollister Animal Shelter. We had a vet take a look at her to remove a growth on her back and several mammary tumors. The biopsy reports showed they were benign and nothing to worry about. Sasha is a calm and gentle dog that gets along with every dog she meets and loves her people. She's got that wonderful, loving

Golden personality and is eager to please. Sasha is now in foster care in the Santa Cruz area, and is adjusting beautifully. If you are interested in adopting Sasha, please fill out an online adoption application.

### **Bailey**

Bailey is a sweet 8-9 year old Dalmatian who originally came from Santa Cruz Animal Services and is now in foster care with CAPE. He will melt your heart with his soulful eyes and gentle kisses. Bailey is deaf, but gets along just fine. He loves his walks and likes to follow you wherever you go; he is very devoted to his person. He is house trained, very good with other dogs and learning to enjoy



himself in the car. He's a very mellow dog that enjoys the simple pleasures of life. Adoption in Santa Cruz County only. For more information please call his foster mom at 831-335-5177 or email Cathy.

## **Herbie**



Herbie is a very handsome, sweet boy. A Border Collie/Hound mix, he is about 3 years old and weighs 65 pounds. He would do best in a calm, adult household/older children where he will be given all the love, mental stimulation and exercise he needs. He would prefer to have human companions that will take him along in their daily activities. He enjoys long

walks and riding in the car. Herbie is smart and responsive and would prefer to be the only dog in the household. Best without cats or poultry. If you are looking for unconditional love, Herbie's the one! For more information please email Diane.

## **Ramon**

Ramon is a wonderful 1-year-old Dachshund/Chihuahua mix who came to us from the Salinas Animal Services and is now in foster care in Santa Cruz. He's a bright, well-behaved little companion who is completely house trained, walks nicely on the leash without pulling and enjoys riding in the car. He gets along fine with the other dogs in his foster home, and might be cat-trainable as well.



He seems trustworthy around kids, but would rather be in the company of adults and is more a lap dog than a playful family dog. Ramon's foster dad rates him a 10 out of 10, and claims whoever adopts Ramon will be very lucky indeed! If you are interested in adopting, please fill out an online application.



## Appendix G. Role-play scenario

The card for the family who wants to adopt a pet	The card for the foster family and adoption centre representatives
<p>You are a family of 4 (father, mother, and two sons) who wants to adopt a pet. Your younger son is only 4 years old and he is very energetic. He likes playing with cats and dogs a lot. You live in a private house with a fenced-in back yard. You know something about the pet you have chosen to adopt from the website, but you need to know more before making the final decision. Ask the foster family and the adoption centre representatives questions about the animal you would like to adopt.</p>	<p>You are a foster family who has been taking care of an animal for 5 months. Now, there is a family who wants to adopt this pet. They would like to meet with you in order to learn more about the pet. You, in turn, want to make sure that it is a qualified family who will give care and love to this animal. So, you would like to know what living conditions they have; how many children they have and of what age, and if they like animals; how often they travel, etc.</p>

### *Sample cards with the information about a pet*

 <p>Chloe is a gentle 4-year-old tortie Ragdoll mix with blue eyes and a soft coat in shades of white, mocha and apricot. She came to us</p>	 <p>Chloe is a gentle 4-year-old tortie Ragdoll mix with blue eyes and a soft coat in shades of white, mocha and apricot. She came to us</p>
--	--

from the Monterey County Animal Services. Chloe has dark markings over her eyes that make her look like she's frowning, but she's never mad. You won't find a sweeter cat anywhere

from the Monterey County Animal Services. Chloe has dark markings over her eyes that make her look like she's frowning, but she's never mad. You won't find a sweeter cat anywhere! Chloe is a lap cat who loves to curl up next to you, and adores being stroked and brushed. She loves being an indoor cat and has no interest in going outside. Chloe does have a little bit of tearing from her eyes that occasionally needs to be wiped with a warm cloth. She loves people but is not fond of other cats and would do best as a single cat in the home. She is currently in foster care in Pacific Grove, let us know if you'd like to meet her!

## CONTENTS

<b>Part 1. Linguistic Analysis: Wh-Questions</b> .....	3
Introduction .....	3
The Form of <i>Wh</i> -Questions .....	4
The Meaning of <i>Wh</i> -Questions .....	10
The Use of <i>Wh</i> -Questions.....	13
Rationale.....	17
Instructional Setting and Learners' Description .....	17
Pedagogical approach.....	17
Assessment options .....	19
<b>Part 2. Lesson Plan Outline</b> .....	20
<b>References</b> .....	26
<b>Appendices</b> .....	28
<i>Appendix A. Zutons –</i> Why Won't You Give Me Your Love? .....	28
<i>Appendix B. AFRP Brochure</i> (with some statistics about homeless pets).....	29
<i>Appendix C. Adoption Application form</i> .....	32
<i>Appendix D. Scramble Questions</i> .....	34
<i>Appendix E. Information-gap activity – Worksheets</i> .....	37
<i>Appendix F. Information-gap activity – Texts</i> .....	39
<i>Appendix G. Role-play scenario</i> .....	41

*Учебное издание*

# **МАТЕРИАЛЫ ПО ГРАММАТИКЕ АНГЛИЙСКОГО ЯЗЫКА**

## ***Wh-Questions***

Учебно-методическое пособие

Редактор *Н.М.Перельгут*  
Художник обложки *Л.П.Павлова*  
Компьютерная верстка *Е.С.Борзова*

Изд. лиц. ЛР № 020742. Подписано в печать 20.12.2009  
Формат 60×84/16. Бумага для множительных аппаратов  
Гарнитура Times. Усл. печ. листов 2,75  
Тираж 500 экз. Заказ 1002

*Отпечатано в Издательстве  
Нижевартковского государственного гуманитарного университета  
628615, Тюменская область, г.Нижевартовск, ул.Дзержинского, 11  
Тел./факс: (3466) 43-75-73, E-mail: izdatelstvo@nggu.ru*