Language Level: 2  
Topic: Human body  
Language Function: Ask  
Grammatical Form(s): Questions (“wh” questions)  

BEFORE INSTRUCTION: Review Teacher Talk for background information and tips for teaching different types of questions and the use of question marks. You may use the corresponding Student Reference Sheet in the Grammar Library to introduce students to the target grammatical form.

STEP 1: TEACHER MODELS AND STUDENTS REPEAT (2 minutes)  
Project the first Overview Chart onto the wall or a screen, or if you’re working with a small group, show students a printout. Read each question twice, pointing to the picture and emphasizing the target language form. Read the question a third time and have students repeat after you. Follow the same process with the remaining Overview Charts.

STEP 2: TEACHER LEADS STUDENT PRACTICE (4 minutes)  
Project the first page of Sentence Frames onto the wall or a screen, or if you’re working with a small group, show students a printout. Call on student volunteers to identify the missing word in the first question. Write the completed question on the board or on the printout. Have the class read the sentence aloud. Follow this process with the remaining Sentence Frames.

STEP 3: STUDENTS PRACTICE IN PAIRS (6 minutes)  
Organize students in pairs and give each pair a copy of the “Now You Try!” worksheet or project the worksheet onto the wall or a screen and have students copy it. Review the directions with students and make sure they understand what to do. Circulate around the room and help students as needed. Review students’ questions with the class.

STEP 4: STUDENTS APPLY LEARNING IN SMALL GROUPS (8 minutes)  
Organize students into small groups and give each group a variety of pictures from magazines or other sources. Have them ask oral questions based on the pictures and/or people and items in the classroom. Each question should begin with one of the target “wh” question words. Provide a model for students to follow. Circulate around the room and help students as needed. Call on groups to share the oral questions they created. Use Gallery Talk: Human Body to have students practice academic discourse using the Level 2 grammatical forms and functions. See the Extension Activities for additional ideas.
Who has strong hands?

What is on your finger?

Where is your nose?

When do you brush your teeth?
Why are you looking into my ear?

How did you hurt your knee?
___ is your nose?

______________ is your nose?

___ has strong hands?

______________ has strong hands?
___ are you looking in my ___?

____________ are you looking in my ________________?

___ do you brush your ___?

____________ do you brush your ________________?
____ did you hurt your___?

____________ did you hurt your
____________________________?

____ is in your ___?

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SIMPLE QUESTION

What is it? A simple question is one that contains one or two words, a short phrase, or a short patterned interrogative sentence.

How is it used? We ask a simple question to elicit a simple answer.

What are some examples? Is she your sister? What is your name? How old are you? What grade are you in? Do you have a _____? Are you finished with your work? Do you like _____? Do you want_____ or _____?

How do I help my students practice it? Throughout the school day, encourage students to ask each other simple questions. Write simple question pattern sentences on a chart for student reference.

PRESENT PROGRESSIVE QUESTION

What is it? A present progressive question asks about an action that is occurring now and continuing in the future. It consists of some form of the verb to be followed by a verb with -ing (i.e., a present participle).

How is it used? We ask a present progressive question to elicit information about what is happening in the present and continuing.

What are some examples? Are you listening? Is he talking? Are they running?

How do I help my students practice it? Ask students to name as many action words (i.e., verbs) as they can and write them on a chart on the board following the example. Show how to create participles of the verbs and add them to the chart. Then show a picture of an action scene and ask students questions about it: What are the people doing? What is happening? Ask students to find pictures of action scenes in print material in the classroom. Call a volunteer to the front of the class and ask that student to show an action picture and ask questions about it. Provide help to ensure that the questions are in the present progressive. Organize students in pairs and have them ask and answer questions about pictures in the present progressive.

Special Notes … Another name for the present progressive form is the continuous form.
WH QUESTION

What is it? A “wh” question is a question using one of the following words: who, what, where, when, or why.

How is it used? We use “wh” questions to elicit information about specific aspects of a given topic. While “wh” questions are open-ended, students in the early stages of language development can often answer them with one or two word responses.

What are some examples? Who is reading the book? What is the book about? Where is the book? When do you want to read? Why do you like to read?

How do I help my students practice it? Write the “wh” words on the board. Tell students a simple story or outline a classroom procedure. Then ask “wh” questions about what you relayed. For example, you might say: After you come into the classroom, go to your desks right away. I want you to sit quietly. You are going to learn about the history of our state. You are going to learn many new things about our state. Then you would ask: Who am I talking to? [the students; “you”] What did I say you are going to do? [learn about state history] Where did I ask you to go? [your desk] When should you go to your desk? [right away] Why should you go to your desk? [so instruction can begin; to learn many new things about our state] Throughout the day, ask other “wh” questions. Encourage students to ask you (and classmates) “wh” questions. To focus on specific “wh” questions, make up games and riddles. For example: I’m thinking of a fruit that is round, red or green, grows on a tree, can be used in a pie, and is crunchy to eat. What is it? [an apple]

Special Notes … “Wh” questions are useful in assessing students’ listening comprehension, critical thinking skills, and oral language production abilities. How is sometimes included with “wh” questions.

YES/NO QUESTION

What is it? A yes/no question is one that can be answered with the word yes or no.

How is it used? We use yes/no questions to elicit a specific positive or negative response. Yes/no questions are particularly useful with students in the early stages of language development because they do not require students to produce much oral language.
What are some examples? Do you like fruit? Are you tired? Can you read this word?

How do I help my students practice it? Make cards with a picture of a noun on each. Show one of the cards and ask a yes/no question about it. Show another card and call on a volunteer to formulate a yes/no question. Continue this process until students grasp the concept. Then organize students in pairs and give them picture cards. Have partners practice asking and answering yes/no questions.

Special Notes … Yes/no questions are useful in assessing a student’s listening comprehension.

QUESTION MARK

What is it? A question mark is a punctuation mark formed by a backwards “c” connected to a tail that has a dot directly beneath it: (?). It is used at the end of an interrogative sentence.

How is it used? We use a question mark to signal to the reader that we have asked a question. Our voice usually goes up at the end of a question. We also momentarily stop after a question mark when we are reading aloud.

What are some examples? What is your name? How old are you? What grade are you in? Do you have a ______? Are you finished with your work?

How do I help my students practice it? Give students a variety of printed materials and have them go on a question mark hunt. Ask them to share the examples they found and discuss how and why the question mark was used.