

Lesson 8: Information Questions

Vocabulary in this lesson: 249 different words

Vocabulary having to do with weddings	Grammar terms
boyfriend	question word
bride and groom	information questions
bride-to-be	who
couple	what
diamond ring	when
be engaged	where
engagement ring	why
honeymoon	how
jewelry store	what kind of
wedding cake	what time
wedding dress	how many
wedding reception	how often
white dress	how long

This is a good time to review [The Question Hand](#).

Pictures for Information questions.

Suggested pictures below

The long version

1. Hand out copies or project a picture.
2. Select volunteers to represent the people in the picture. They get together and talk about their back story. If you need to, help them out with a back story . (If there is no person in the picture, just make it up. For example the driver of the car & a police officer in the "taco car" picture. If there is only one person in the picture, add another. For example, for "handcuffs" add the victim of the crime, his defense attorney, a police officer, etc.)
3. The other students, alone or in groups of 2 or 3, each write two information questions using two different question words. Limit to 5 minutes

TO THE TEACHER

4. If you need to keep them awake, ask each student to give his/her questions to a different student to ask.
5. The "picture people" come to the front of the class and pose like the people in the picture. They take on their characters and answer the questions as such. (If there is no person in the picture, just make it up. For example the driver of the car & a police officer in the "taco car" picture. If there is only one person in the picture, add another. For example, for "handcuffs" add the victim of the crime, his defense attorney, a police officer, etc.)
6. Each student asks the "picture people" their questions *USING THEIR HANDS . .
7. Option 1) After all are finished, ask for a volunteer to tell about the people in the picture. Other students then add to or correct the story.

Option 2) On the board, T writes T/F Statements using the information the students uncovered in the exercise.

The short version

1. Hand out copies or project a picture.
2. Write on the board: Who? What? When? Where? Why? How long? How much?
3. Make groups of 2 or 3 and have them ask a question for each question word.
4. Exchange questions with another group.
5. That group answers the questions and writes or tells a short story about the picture.

The shortest version

1. Hand out a different picture to each group.
2. The group writes information questions about the picture.
3. Hand the questions to a different group.
4. The original group holds up the picture and answers the questions as the next group asks them.

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Warm up Questions

I use this activity as a warm-up. This is good for the first thing because students can add themselves to the circle as they drift in. It also personalizes the structure.

- Students in a circle with a koosh ball
- On the board: who what when where how
- Student 1 asks a question using "who" and tosses koosh to Student 2 to answer in a complete sentence. Example: Who did you eat dinner with last night?
 - Student 2 repeats the process.
 - OR
 - Student 2 throws koosh to Student 3 and asks "Who did (Student 1) have dinner with last night?" "He/She had dinner"

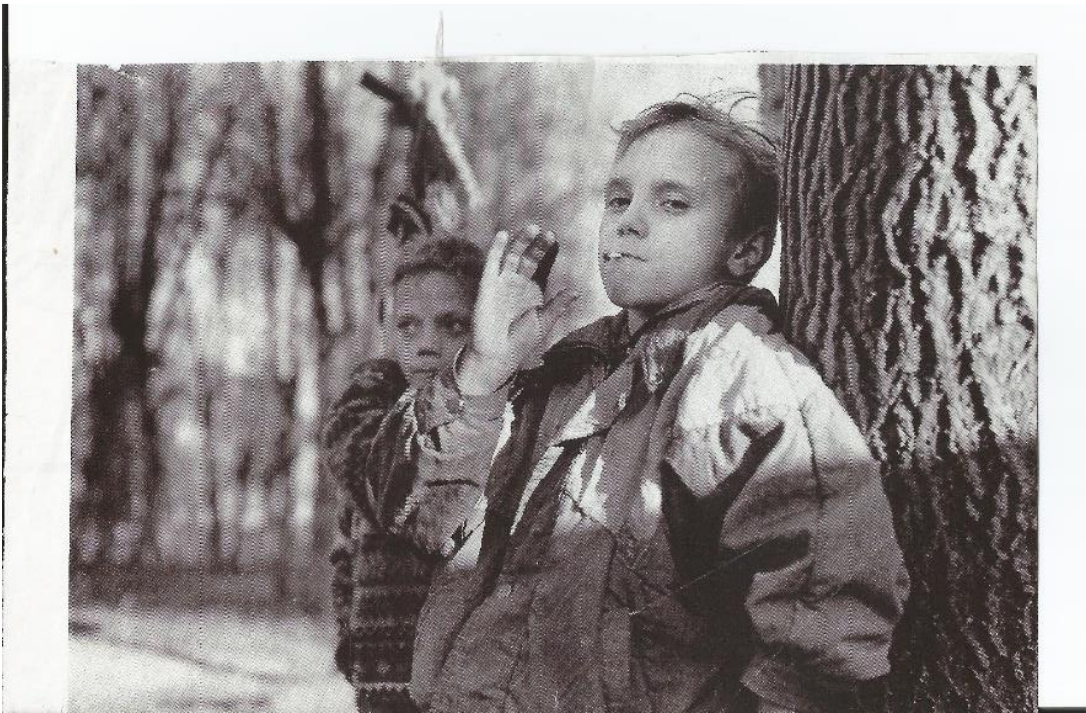
Review pronunciation: In this example:

- Contrast words that start with a "w" Ex., *when vs went, where vs wear*
- Practice opening to the vowel sound after the "wh" what → /hu: ət/
why → hu: ai
- did you → /dɪ dʒu: /
- stress "you" after the first time the question is asked. "Who did you eat dinner with..."
- and so forth

TO THE TEACHER



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