WH-CLAUSES

About this activity

A slideshow of book images to illustrate a grammar point

▶ **Language level**: B1 upwards
▶ **Main tasks**: Grammar activity; translation
▶ **Topic**: Books and book titles
▶ **Language focus**: Question words; *wh*-clauses; indirect questions

For this activity, you will need the following:

- **The worksheet** on page 5 (one for each student)
- **A slideshow** of book cover images

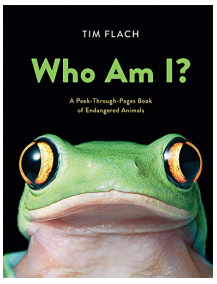
Note: For all materials and discussion, go to the corresponding page in the Resources section:

https://membership.lessonstream.com/resources/20-book-titles/

The slideshow

This activity makes use of a slideshow of book cover images with questions and *wh*-clauses in their titles. Understanding *wh*-clauses is necessary for constructing larger, more complex forms such as indirect questions.

- Question: Who am I?
- *Wh*-clause: Who I am
- Indirect question: Do you know who I am?

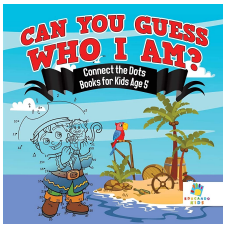


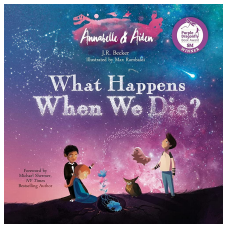
Activity outline

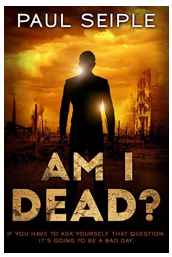
1. Give out copies of the worksheet on page 5 after going over the instructions which are included. Students have to work out which book titles are questions and add the missing question marks accordingly.

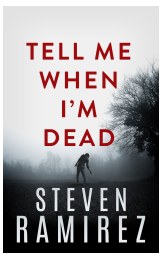
2. Ask students to share and compare their answers but don't give feedback at this stage.

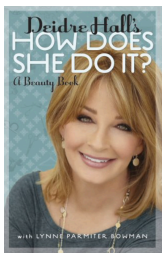
3. Show students the 20 book cover images in the slideshow. This will allow them to check their answers. (The answers are also provided in the box on page 4.)

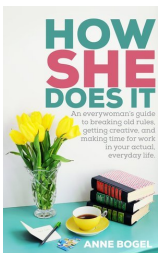


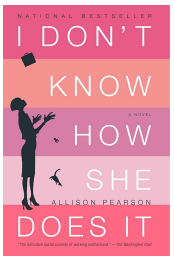


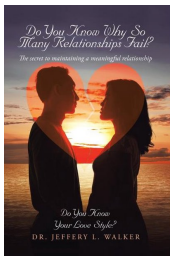


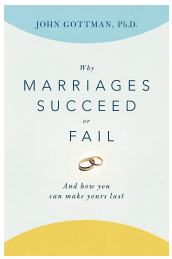


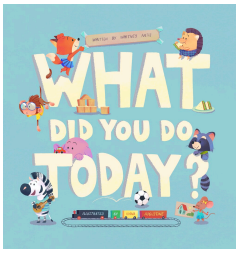


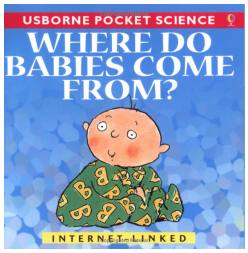


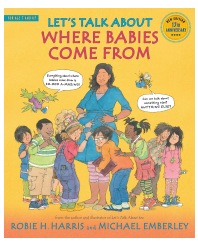


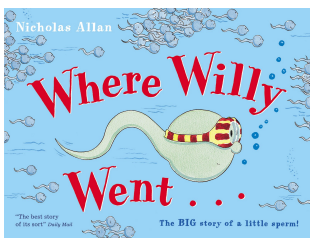


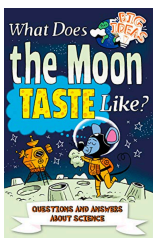




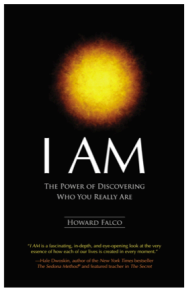








4. It's time for a grammar explanation. Refer to the book cover images on slides 23 to 31 and tell your students the following:



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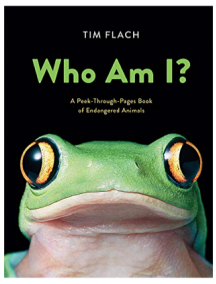

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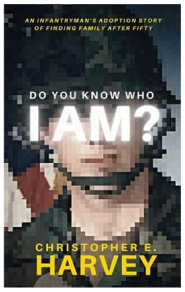
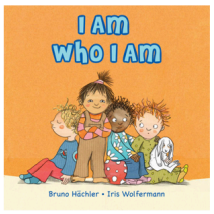


26.



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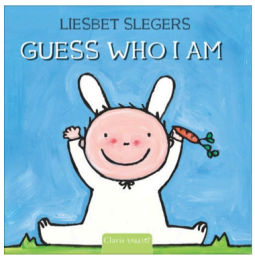

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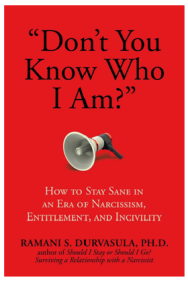
30.



31.

Who, *what*, *why*, *where*, *when* and *how* are often called question words. But as we have seen, you don't always find them in questions.

- **Slide 23**: This is standard word order in English: I am = subject + verb
- **Slide 24**: To make a question, the subject and the auxiliary verb swap places. "I am" becomes "am I?"
- **Slide 25**: "Who I am" is not a question. It is a clause – a phrase that can fit into larger, more complex sentences or questions. Let me show you some examples:
- **Slide 26**: Do you know *who I am*?
- **Slide 27**: I am *who I am*
- **Slide 28**: Guess *who I am*
- **Slide 29**: Tell me *who I am*
- **Slide 30**: Love me for *who I am*
- **Slide 31**: Don't you know *who I am*?

"Who I am" is an example of a *wh*-clause.

5. Ask students to go back to the worksheet. This time they have to find and underline all of the *wh*-clauses in the book titles.

6. Ask students to compare their answers. Then go over the answers with the whole class. (The answers are provided in the box on the next page.)

Answers

- Question marks are included
- *Wh*-clauses are shown **in bold**

1. **Who I am**
2. Who am I?
3. Can you guess **who I am**?
4. What happens **when we die**?
5. Am I dead?
6. Tell me **when I'm dead**
7. How does she do it?
8. **How she does it**
9. I don't know **how she does it**
10. Do you know **why so many relationships fail**?
11. **Why marriages succeed or fail**
12. Why do marriages fail?
13. What did you do today?
14. **What we did last night**
15. I know **what you did last summer**
16. Where do babies come from?
17. Let's talk about **where babies come from**
18. **Where Willy went**
19. What does the moon taste like?
20. I wonder **what human flesh tastes like**

7. It's time for a translation activity. Ask students to work together to translate all twenty book titles into their first language. In order to do this, they should write the titles on a separate piece of paper.

Notes:
- For multilingual groups, students that share the same first language can work together.
- Students should not write the titles in English – only their first language translations. This is important for the next stages.

8. Find out how easy or difficult that was. Ask students if the grammar in their first language is similar or different to the grammar in English.

9. For this next part of the activity, it is important that students do not have access to the book titles in English. For this reason, you should ask students to put their worksheets away. Alternatively, you can temporarily take them back. Now ask students to translate the 20 books titles from their first language back into English. This is known as an L1-L2-L1 translation.

10. Ask students to compare their answers.

11. Give students the answers by showing them the slideshow of images once again.

12. Finally, ask everyone to choose which of the 20 books they would most like to read and why.

TWENTY BOOK TITLES

There are twenty book titles in the box below. Some of the titles are questions but the question marks are missing. You have to identify which titles are questions and add the missing question marks in the spaces provided.

1. Who I am ____
2. Who am I ____
3. Can you guess who I am ____
4. What happens when we die ____
5. Am I dead ____
6. Tell me when I'm dead ____
7. How does she do it ____
8. How she does it ____
9. I don't know how she does it ____
10. Do you know why so many relationships fail ____
11. Why marriages succeed or fail ____
12. Why do marriages fail ____
13. What did you do today ____
14. What we did last night ____
15. I know what you did last summer ____
16. Where do babies come from ____
17. Let's talk about where babies come from ____
18. Where Willy went ____
19. What does the moon taste like ____
20. I wonder what human flesh tastes like ____