

**Classroom English -1
(Interaction)****Dr. Isola Rajagopalan***Editor in Chief, Shanlax International Journals, Madurai***Research Report**

In order to be proficient and productive students, English-language learners (ELLs) need many opportunities to interact in social and academic situations. Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices (Cazden, 2001; Stipek, 2002). However, many educators often allow their less proficient students to remain silent or to participate less than their English-fluent peers (Laosa, 1977; Penfield, 1987; Schinke-Llano, 1983; Wilhelm, Contreras, & Mohr, 2004). I (Mohr, first author) recently participated in a study focusing on how mainstream classroom teachers helped Spanish-speaking immigrant students become successful at school. During the observations, I noticed that the teachers missed many opportunities to help ELLs communicate in class, allowing them to be less involved in oral interactions.

Considered what classroom teachers could do to more fully engage ELLs in teacher-student interactions, especially during teacher-led question-and-answer sequences. Essentially, teachers can elicit more from the less proficient or reticent students if they consider various responses options and then enlarge their response repertoires in order to encourage students' participation and help develop their language proficiencies. There are several reasons why ELLs may struggle to respond appropriately to teachers' prompts and questions. Certainly, not all teacher questions are clearly understood by students, and, if such is the case, teachers should rephrase or clarify queries in order to facilitate student comprehension. Teachers may also not wait long enough for students to consider a question and formulate a response (Nystrand, Gamoran, Kachure, & Prendergast, 1997; Rowe, 1974). In addition, while first-language learning is largely motivated by a child's intrinsic desire to socialize; second-language learning often needs more extrinsic influence (Elley & Mangubhai, 1983). Wong Fillmore's (1991) model of second-language learning identified three motivational components that contribute to student progress: interest from the learners, proficient speakers who support and interact with the learners, and an environment that supports relationships between learners and proficient speakers. Students may not wish to participate if the teacher expects them simply to recite low-level knowledge or if the teacher sets low expectations for the students. Clarity, wait time, higher order thinking, and higher expectations are factors that influence the quality of teacher interactions with all students, but some factors pertain more specifically to the participation of ELLs.

Research Evidence of Typical classrooms

While classroom discourse events vary, research has indicated that teacher talk dominates classroom communication. Edwards and Mercer (1987) documented that teachers perform 76% of classroom talk. Ramirez, Yuen, Ramey, and Merino (1986) categorized teacher talk as consisting of explanations, questions, commands, modeling, and feedback. Other studies of teacher discourse in primary grades indicated that teacher talk is often managerial rather than conversational in nature (e.g., Cummins, 1994). Forestal (1990) noted that 60% of teacher talk involved asking questions, primarily display questions, which expect students to recall information taught previously by the teacher. In one study of effective primary teachers of literacy, Mohr (1998) tallied the number of questions asked by the teachers in the study at almost 100 per hour. Therefore, the preponderance of teacher talk and the teacher's use of questions continue as factors in how much classroom talk time is shared with students; both the quantity and quality of such interactions deserve scrutiny. For example, there are differences between direct and indirect instruction; the nature of large-group discussion requires more guidance from the teacher than do small-group interactions (Johnston, 2004), and English-language learners may need different support in their communication efforts than do fluent English speakers. Thus, aspects of teacher-led discussions and discourse patterns warrant our continued attention.

Asking and answering questions are typical interactions and are expected in most classrooms (Weber & Longhi-Chirlin, 2001). A very common exchange is referred to as the Initiation-Response-Evaluation (IRE) sequence (Mehan, 1979), similar to what Tharp and Gallimore (1988) termed "recitation questioning." However, the IRE routine may not often be supportive of ELLs because it is a convergent process of seeking one right answer. ELLs may not be able to verbalize that answer in a teacher-expected manner (Fitzgerald, 1993; Jiménez, García, & Pearson, 1996). Wells and Chang-Wells (1992) recommended that the third component of such exchanges be feedback, rather than evaluation, so that the teacher does more than praise or evaluate the student's response. Such feedback can achieve a variety of goals – it can clarify, connect, and elaborate the verbal interactions between teachers and students and among students themselves.

Cazden (2001) differentiated teachers' display questions from exploratory queries. Display questions have specific and generally agreed-upon answers, while exploratory talk is speaking "without the answers fully intact" (p. 170). Display queries function to confirm the teacher's instruction, while the latter is more confirming of students as they exercise self-expression and refine their thinking. As Cazden also noted, "If the potentialities of classroom discourse, in which students talk more and in more varied ways, are significant for all students, then we have to pay careful attention to who speaks and who receives thoughtful responses" (p. 5).

Another well-recognized discourse structure is the "instructional conversation" (Goldenberg, 1993; Perez, 1996; Stipek, 2002; Williams, 2001). Goldenberg characterized

an instructional conversation as excellent discussion that is interesting, engaging, relevant to students, and discernible throughout and that has a high level of participation that builds upon, challenges, extends, and varies the roles of the participants (teacher and students). One key role of the teacher in instructional conversations is what Perez called conversational uptakes, connective comments that respect the student and afford linguistic scaffolds that foster more and better discussion of academic topics. As Reyes, Scribner, and Scribner (1999) pointed out, "teachers who apply the concept of instructional conversations embrace the philosophy that talking and thinking go together, and assume that the student may have something to say beyond what the student's teacher or peer is thinking or already knows" (p. 202). English-language learners may not have sufficient English to readily express complex ideas, so teachers must respond in ways that facilitate ELLs' efforts to share their thinking and contribute their voices to classroom communication.

In academic settings, both question-answer and conversational formats entail the use of academic language. Even students who are conversationally proficient need exposure to and practice with academic language in order to function successfully at school (Díaz-Rico, 2004; Weber & Longhi-Chirlin, 2001). This important aspect of school success is also known as cognitive academic language proficiency (CALP). Academic language or CALP in English-speaking classrooms is characterized by Latinate vocabulary; subordinate grammatical constructions (e.g., participial phrases, dependent clauses); less reliance on temporal currency (discussing generalizations, rather than specific events); and rhetorical and cohesive devices, such as conjunctions and figurative language (Wong Fillmore, 2002). These linguistic competencies can be greatly enhanced by wide reading but are generally not learned apart from schooling processes. It is the teacher's responsibility, then, to model and support students' use of both conversational and academic language structures because these are not parallel processes.

While students' command of conversational fluency is more readily accomplished, proficiency in academic language appears to take five to seven years (Collier, 1989; Cummins, 1981). Academic language is certainly more than vocabulary acquisition. Competence in academic English certainly cannot be accomplished without exposure to and practice with the vocabulary and the structures that characterize the language of school. The teacher can model academic language functions, such as seeking information, comparing, problem solving, and evaluating, and then use classroom interactions to guide students' use of academic talk. The opportunity to speak academic language before using it in written work is important for English language learners. It should not be assumed that being able to understand academic language as input is equal to being able to produce it. Teachers can provide the support that students need to acquire this more formal register via their own modeling or think-alouds (Gibbons, 2002; Weber & Longhi-Chirlin, 2001) and then foster the use of similar structures via interactive discussions, allowing students to use academic language in context.

Recommended practice: Highlights of Research

Currently, there is strong support for socially constructed learning, which is based on Vygotsky's theory of sociocultural learning (1978). Vygotsky's work, as interpreted by educators, fosters students' construction of knowledge, rather than simple acceptance or reception of transferred information. Accordingly, the teacher serves as a mediator, using language to support and scaffold student learning within a social relationship. An essential tenet of Vygotsky's theory is that who we are and how we think are functions of the social interactions in which we participate (Diaz & Flores, 2001).

As Garcia (2001) put it, "teaching, in this theoretical view, is perceived as assisted performance.... Learning is performance achieved through assistance" (p. 232). If learning is assisted or well scaffold (Wood, Bruner, & Ross, 1976), students can accomplish tasks and achieve learning that they would not be able to do on their own. Thus, according to this theory, the role of the teacher is integral to student learning. It is the teacher who facilitates the active transformation of knowledge – or what Cazden (2001) referred to as appropriation –and who supports the students' construction of new skills and competencies.

An important distinction made by Cazden (2001) is that teachers are responsible for both the affective and academic aspects of effective classrooms and classroom talk. Teachers can direct classroom discourse so that both these goals are targeted and supported. For example, teachers can accept, deny, recast, expand, or encourage elaboration of students' responses. "Success for students in culturally diverse classrooms depends on the degree to which there are strategies that encourage all students to talk and work together" (DeVillar&Faltis, 1991). One strategy (among many) promoted by Echevarria and Graves (2003) is the use of direct, rather than indirect, questions to promote clarity. So while instructional talk should be engaging, there is a place to use direct questions of students and then facilitate the elaboration of their responses as a means to develop academic language use and motivate them as learners.

For ELLs especially, the teacher serves as a conduit for sharing information and scaffolding social and academic language. Low levels of instruction and low-quality interactions often combine to yield poor academic achievement among students who are busy constructing the meaning of the language and the content of school. Rich language interactions, however, encourage thinking, social relationships, and expanded language use. As Johnston (2004) admonished, we "have to think more carefully about the language we use to offer our students the best learning environments we can" (p. 1).
ds differ from that of the teacher.

1. T : What is this?
S : It is a chair.
2. T : What is that?
S : It is a table.
3. T : What are these?
S : They are trees.
4. T : What are these?
S : They are birds.
5. T : Is this a bag or a box?
S : It is a bag.
6. T : Are these horses or cows?
S : They are horses.
7. T : Are those trees or flowers?
S : They are trees.
8. T : Is this my book or your book?
S : It is my book.
9. T : Is that my pen or your pen?
S : It is my pen.
10. T : What is this?
S : It is a ball.
11. T : What is this?
S : It is a ball too.
12. T : Is this a book?
S : Yes, it is a book.
13. T : Is this a pen?
S : No, it is not a pen.
14. T : Are they birds?
S : Yes, they are birds.
15. T : Are they cows?
S : No, they are not.
They are horses.
16. T : Is this your pen?
S : It is Paul's pen
17. T : Is this Hary's right arm or hisleft arm?
S : It is his left arm.
18. T : What is my name?
S : Your name is Gopal.
19. T : What is your name?
S : My name is Ravi.
20. T : What is his name?
S : His name is Kandan.
21. T : What is her name?
S : Her name is Lucy.
22. T : Is Paul a tall boy?
S : Yes, he is a tall boy.
23. T : Is Ann a short girl?
S : No, she is not a short girl.
24. T : Are you a pupil?
S : Yes, I am a pupil.
25. T : Are you a teacher?
S : No, I am not a teacher
26. T : Am I your teacher?
S : Yes, you are my teacher.
27. T : Is David a teacher?
S : No, he is not a teacher.
28. T : Is Mary a teacher?
S : No, she is not a teacher.
29. T : Is this a star?
S : No, it is the moon.
30. T : Is this pencil red?
S1 : No, it is not.
S2 : Yes, it is red.
31. T : Are these books large?
S1 : No, they are not large.
S2 : Yes, they are large.
32. T : Are these books large or small?
S1 : They are large.
S2 : They are small.
33. T : Where is the green pen?
S : It is in your right hand.

34. T : Where is the black pen?
S : It is in your left hand.
35. T : Where is the blue pen?
S : It is on Peter's desk.
36. T : Where are the blue pencils?
S : They are here on my desk.
37. T : Where are the red books?
S : They are there on Peter's desk.
38. T : Is this a letter?
S : Yes, it is.
39. T : What is this?
S : It is the letter 'm'.
40. T : What is this?
S1 : It is a small (b)
S2 : It is a capital (B)
41. T : Is this one 'W'?
S : yes, it is / No, it is not
42. T : What is this?
S : It is five.
43. T : Five is half of ten.
Am I right?
S : Yes, you are right.
44. T : Two is a Quarter of eight.
Am I right?
S : Yes, sir.
45. T : What's half of ten?
S : Five.
46. T : What is it?
S : It is a clock.
47. T : What are they?
S : They are numbers.
48. T : Where is the long hand?
S : It is at twelve.
49. T : Where is the short hand?
S : It is at three.
50. T : What is the time?
S : The time is three o'clock.
51. T : What is the time now?
S : It is six o'clock.
52. T : Where is the red pen?
S : It is between the blue pens.
53. T : Where is the short hand?
S : It is between nine and ten.
54. T : What is the time?
S : It is half-past nine.
55. T : What is the time?
S : It is a Quarter - past six.
56. T : What is the time?
S : It is a Quarter to ten.
57. T : Where am I?
S : You are near the door.
58. T : Where are you?
S : I am near the door.
59. T : Where are we?
S : We are near the door.
60. T : Where are they?
S : They are near black board.
61. T : Are you near the black board?
S : No, I am not near the black board.
62. T : What am I?
S : You are a teacher.
63. T : What are you?
S : I am a pupil.
64. T : What are they?
S : They are teachers.
65. T : What am I touching?
S : You are touching the wall.
66. T : What am I opening?
S : You are opening the door.
67. T : What am I closing?
S : You are closing the door.

68. T : Am I opening the door or closing the door?
S : You are opening the door.
69. T : What are you opening?
S : I am opening the window.
70. T : What is John doing?
S : John is pulling the desk.
71. T : What is Mohan doing?
S : He is pushing the desk.
72. T : What is Leema doing?
S : She is writing her name.
73. T : What is Guru doing?
S : He is cleaning the black board.
74. T : What am I doing?
S : You are walking.
75. T : What am I doing now?
S : You are walking to the door.
76. T : What is he doing?
S : He is writing.
77. T : What is he doing now?
S : He is reading now.
78. T : Look at me.
What are you doing?
S : I am looking at you.
79. T : Look at Vasan.
What are you doing?
S : I am looking at him.
80. T : Look at Mary.
What are you doing?
S : I am looking at her.
81. T : What am I doing?
S : You are putting a pen on the desk.
82. T : Where have I put the pen?
S : On the table
83. T : What am I doing?
S : You are taking the balls.
84. T : What am I doing?
S : You are putting them in.
85. T : What was John doing?
S : He was putting his shoes on.
86. T : What was he doing?
S : He was taking off his shoes.
87. T : What was she doing?
S : She was picking up stones.
88. T : What is Leela doing?
S : She is taking the watch off.
89. T : What is Leela doing now?
S : She is putting it on.
90. T : Is Peter taking the chair out?
S1 : No, he is putting them in.
S2 : Yes, he is.
91. T : How many sides has a triangle?
S : It has three.
92. T : Look at the table.
How many legs has it?
S : It has four legs.
93. T : How many legs has an insect?
S : It has six legs.
94. T : How many legs has a dog?
S : It has four legs.
95. T : How many legs have you?
S : I have two legs.
96. T : What is this side of the box?
S1 : It is the top of the box
S2 : It is the bottom of the box.
S3 : It is the side of the box.
97. T : Has the insect ten legs?
S : No, it has n't
98. T : Has it five legs?
S : No, it has n't
99. T : How many books has David in his hand?
S : He has three.

100. T : How many fingers have you?
S : I have ten fingers.
101. T : What have you got?
S : I have got a pen.
102. T : What have you got?
S : I have got a pretty dress.
103. T : Are there two windows
in this room?
S : Yes, there are /
No there are not.
104. T : Are there three balls in this
box?
S : There are three balls in this
box.
105. T : How many windows has the
class room?
S : It has two.
106. T : How many windows are
there in the class room?
S : There are two.
107. T : How many pens have I in my
hand?
S : You have three.
108. T : How many pens are there in
my hand?
S : There are three.
109. T : How many letters are there
in the word 'Window'?
S : There are six letters.
110. T : What is there in the box?
S1 : There are some balls.
S2 : There are some red balls.
111. T : What is there in the box?
S : There are some keys in.
112. T : Are there any black balls in
the box?
S : There are no black balls.
113. T : Are there any bottles in the box?
S : There are no bottles
114. T : What is there on the table?
S : There is a box on the table.
115. T : What have in my left hand?
S : You have a pen in your left
hand.
116. T : What is there on the desk?
S : There are some red pens on
the desk.
117. T : Is there any thing in my hand?
S : There is a ball in your hand.
118. T : Is there any thing in this bag?
S : No, there is nothing on the
blackboard.
119. T : Is there anything on the
blackboard?
S : There are some words on
the blackboard.
120. T : Is there anything on the
board?
S : No, there is not.
121. T : Is there anyone in that
corner?
S : No, there is no one in that
corner.
122. T : Is there anyone there?
S : There is some one there.
123. T : Who is it?
S : It is Mary.
124. T : Is the sun shining?
S : No it is n't.
125. T : What do you find here?
S : There are some dead leaves
on the floor ground.
126. T : Are you Gopal?
S : Yes, I am / No, I am not.

127. T : Who is cleaning the black board?
S : Ravi is cleaning the black board.
128. T : Who is pushing the desk?
S : Hari is pushing the desk.
129. T : Which book is on my table?
S : The red book is on your table.
130. T : Which is larger, the red book or the green?
S : The green one.
131. T : Where is the red book?
S : It is between the green book and blue book.
132. T : Where is the letter b.? (abc)
S : It is between "a and c".
133. T : Where am I standing?
S : You are standing between Ram and Tom.
134. T : Where are the keys?
S : They are between the pens and the pencils.
135. T : Where is the bag?
S : It is on the table.
136. T : Where is the basket?
S : It is under the table.
137. T : Where is the lamp?
S : It is over the table.
138. T : Where is the bridge?
S : It is under the bridge.
139. T : Where is the boat?
S : It is under the bridge.
140. T : What have I just done?
S : You have jumped over the rope.
141. T : What did I do a few seconds ago?
S : You jumped over that rope.
142. T : What has David done?
S : He has jumped over the rope.
143. T : What did I do?
S : You crawled under the table.
144. T : Did I jump over the table?
S : No, you did not.
145. T : What is the first letter?
S : The first letter is A.
146. T : What is the last letter?
S : Z is the last letter.
147. T : What is the next letter to A?
S : B is the next letter.
148. T : How many minutes are there in an hour?
S : There are sixty minutes in an hour.
149. T : How many hours are there in a day?
S : There are twenty-four hours in a day.
150. T : What is the last day of a week?
S : The last day is Saturday.
151. T : Is Sunday the first day?
S : Yes, it is.
152. T : What is the next day?
S : It is Monday.
153. T : What is today?
S : Today is Monday.
154. T : What day was yesterday?
S : Yesterday was Sunday.
155. T : What is tomorrow?
S : Tomorrow is Tuesday.

156. T : Was yesterday Sunday or Saturday?
S : It was Sunday.
157. T : What month is it now?
S : It is December.
158. T : What is the date?
S : It is the Seventh of December.
159. T : What am I showing you?
S : You are showing us the map of India.
160. T : What am I showing you?
S : You are showing us a picture.
161. T : What is Jack showing?
S : He is showing his pen.
162. T : What is Brindha doing?
S : She is counting the marbles.
163. T : Where is Paul standing?
S : He is standing in front of the blackboard.
164. T : Where is Krishna sitting?
S : He is sitting behind Jenny.
165. T : Is there anything in this box?
S : It is full of marbles.
166. T : What is this table made of?
S : It is made of wood.
167. T : What is this window made of?
S : It is made of glass.
168. T : Whose book is this?
S : It is mine.
168. T : Whose pen is this?
S : It is yours.
168. T : Whose books are these?
S : They are ours.
169. T : Whose pens are these?
S : They are theirs.
170. T : Which is his book?
S : The red book is his.
171. T : Which is her book?
S : The blue book is hers.
172. T : Which is her book?
S : The green one.
173. T : Which one is Paul's?
S : The blue one.
174. T : What am I going to do?
S : you are going to write your name on the blackboard.
175. T : What is Paul going to do?
S : He is going to draw the picture of a cat.
176. T : Am I going to open the box?
S : Yes, you are going to open the box.
177. T : What am I doing?
S : You are taking the marbles out.
178. T : What have I done?
S : You have taken the marbles out.
179. T : What am I doing?
S : You are putting the marbles in the box.
180. T : What have I done?
S : You have put the marbles in the box.
181. T : What have I done?
S : You have sat down.
182. T : What have I done?
S : You have given the book to Tom.
183. T : What has Tom done?
S : He has taken your book.
184. T : What has Tom done?
S : He has returned the book.
185. T : What has Ram done?
S : He has placed the book.

186. T : Where is the book?
S : It is on the table.
187. T : Where was the book?
S : It was on the table.
188. T : Was the book on the table?
S : Yes, it was on the table.
189. T : Was the pen on the table?
S : No it was not.
190. T : Where is my watch?
S : It is on the table.
191. T : What have I done now?
S : You have taken the watch off.
192. T : What did I do a few minutes ago?
S : You took the watch off.
193. T : Where were the pens?
S : They were on the table.
194. T : Where are the pens now?
S : They are on the desk now.
195. T : How many books has John brought?
S : John has brought four books.
196. T : How many books have you brought?
S : I have brought five books.
197. T : Where is John standing now?
S : He is standing near the door.
198. T : Where was John standing a few minutes ago?
S : He was standing near the door.
199. T : Where are they standing?
S : They are standing outside.
200. T : Where were they standing?
S : They were standing outside.
201. T : Were there any books on the table?
S : Yes, there were.
202. T : Where was my watch?
S : It was on my wrist.
203. T : What was yesterday?
S : It was Sunday.
204. T : Was the watchman here yesterday?
S : Yes he was.
205. T : Were you here yesterday?
S : No, we were not here.
206. T : How many pencils I have in my hand?
S : You have three pencils in your hand.
207. T : How many pencils I have in my hand?
S : You have two pencils in your hand.
208. T : How many pencils had I?
S : You had three pens.
209. T : What is Nancy going to do?
S : She is going to write here name on the book.
210. T : What is Nancy doing now?
S : She is writing her name on the board.
211. T : What has Nancy done?
S : She has written her name on the board.
212. T : What did Nancy do few minutes ago?
S : She wrote her name on the board.
213. T : What is David going to do?
S : He is going to rub the board.
214. T : What has David done?
S : He has rubbed the board.

215. T : What did he do a few minutes ago?
S : He rubbed the words.
216. T : What did Jack do a minutes ago?
S1 : He went to the door.
S2 : He touched it.
S3 : He opened it.
S4 : He closed it.
217. T : What did he do next?
S1 : He walked to the board.
S2 : He touched the board.
S3 : He cleaned the board.
S4 : He went back to his seat.
218. T : Will you be here tomorrow?
S : We shall be here.
219. T : Will you be here on Sunday?
S : No, we won't.
220. T : How old is John?
S : John is twelve years old.
221. T : How old are you?
S : I am thirteen years old.
222. T : How old were you last year?
S : I was twelve years old.
223. T : How old will you be on the next birthday?
S : I shall be fourteen years old.
224. T : Was I here on yesterday?
S : Yes, you were here yesterday.
225. T : Will I be here on next Sunday?
S : Yes, you will be.
226. T : Will I be here on next Sunday?
S : No, you won't.
227. T : Did you come to school yesterday?
S : Yes, I came to school yesterday.
228. T : Do you come to school everyday?
S : Yes, I come to school everyday.
229. T : Do you bring your book to school every day?
S : Yes, we bring our books to school every day.
230. T : Have you brought your books today?
S : Yes, we have.
231. T : Will you bring your books to school tomorrow?
S : Yes, we will bring our books to school.
232. T : Does Vittal come to school everyday?
S : Yes, he comes to school everyday.
233. T : Did Vittal come to school yesterday?
S : Yes, he came to school everyday.
234. T : Will Vittal come to school tomorrow?
S : Yes, he will come to school tomorrow.
235. T : Will he come to school during the holidays?
S : No, he will not come to school.
236. T : Has he brought his lunch today?
S : Yes, he has brought his lunch.
237. T : Do birds fly?
S : Yes they do.

238. T : Do they speak Chinese in India?
S : No, they don't.
239. T : Does May come after April?
S : Yes, it does.
240. T : Does May come before June?
S : Yes, it does.
241. T : Who is the boy on my right?
S : He is Philip.
242. T : Who is the boy on my left?
S : The boy on your left is Paul.
243. T : Who is the boy with a brown book in his hand?
S : He's Tom.
244. T : Who's the boy with a pencil behind his ear?
S : He is David.
245. T : Is the man with a long nose standing or sitting?
S : He is standing.
246. T : What's the man with a ladder doing?
S : He is walking.
247. T : Is the woman with a baby sitting or standing?
S : She is sitting.
248. T : Is the man with no hair tall or short?
S : He is tall.
249. T : What colour is the book I put on the table?
S : The book you put on the table is black.
250. T : What colour is the pencil I gave Tom?
S : The pencil you gave Tom is yellow.
251. T : What is the colour of this flower?
S : It is red.
252. T : What colour is this flower?
S : It is rose.
253. T : What colour are those flowers?
S : They are red.
254. T : Which book I am holding up now?
S : You are holding the green one up.
255. T : What day of the week is it?
S : It is Monday.
256. T : What subjects do you study in this school?
S : We study Tamil, English, History and Science.
257. T : Which lessons are you having today?
S : We are having English and Science.
258. T : What kind of book is this?
S : It is a small book.
259. T : What kind of pen is this?
S : It is a red pen.
260. T : What kind of book is this?
S : It is an English book.
261. T : What kind of animal is this?
S : It is a fox.
262. T : What kind of flower is this?
S : It is a yellow flower.
263. T : Have I any keys in my left hand?
S : No, you haven't.
264. T : Are there any Tamil words on the black board?
S : There aren't any.

265. T : Are there any books on the table?
S : There are none on the table.
266. T : Are there any flowers in the class room?
S : There are some on that windowsill.
267. T : How many of the flowers are blue?
S : Three of them.
268. T : Are these books yours?
S : None of them are mine.
269. T : My eyes are open. Can I see now?
S : Yes, you can.
270. T : My eyes are closed. Can I see now?
S : No, you can't.
271. T : Can you see the words on the board?
S : Yes, we can see the words.
272. T : Can you see what is inside the bag?
S : No, we can't.
273. T : Can you read this book? (Hindi)
S : No, we can't.
274. T : Can I read this book? I know Hindi.
S : Yes, you can.
275. T : Can you lift this chair?
S : Yes, we can.
276. T : Can you lift this table?
S : No I can't.
277. T : What can I do with a pen?
S : You can write on a paper.
278. T : What can we do with a knife?
S : We can cut things.
279. T : What can we do with money?
S : We can buy books / ice-cream / apples.
280. T : Who have I given the ball to?
S : I have given it to Paul.
281. T : What did I do?
S : You threw the ball.
282. T : What did Mary do?
S : She caught the ball.
283. T : Who did I throw the ball?
S : Bose threw the ball to Mary.
284. T : Have you many books?
S : I haven't many books.
285. T : Is there much milk in this bottle?
S : There is some milk in the bottle.
286. T : Is there some water in this jug?
S : There is lot of water in this jug.
287. T : How much sand is there in the box?
S : There is a lot of sand in this box.
288. T : Have we had much rain in this month?
S1 : Yes, we have had a lot of rain this month.
S2 : No, we have not had much rain.
289. T : Was there much rain last month?
S : There was much rain last month.

290. T : Have we had much sunshine?
S : Yes, we have had much sunshine.
291. T : How many matches are there in this box?
S : There are a lot of matches in this box.
292. T : Is the box full?
S : It is full.
293. T : How much money have I in my hand?
S : I have only a little.
294. T : How much does a pencil cost?
S : A pencil costs only a little money.
295. T : How much does a bicycle cost?
S : A bicycle costs a lot of money.
296. T : Is hundred rupees a lot of money?
S : Yes, it is.
297. T : What can I do with a knife?
S : I can cut wood / fruits.
298. T : What can I do if I have a pen?
S : You can write on a paper.
299. T : I have no chalk. Can I write on the blackboard?
S : No, you can't.
300. T : Can you comb your hair without a comb
S : No, we can't.