

An examination of the interrogative clause and the associated problems for a group of Japanese learners of English at a junior college in Japan.

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For the purposes of this paper, the examination of questions and the interrogative clause here, will look at some of the differences and similarities in English and Japanese question types. It will focus on identifying some of the problem areas for Japanese learners of English, encountered in their first year at this college and hence, suggest possible solutions to approach them.

Key words: [Communication] [Questions] [Interrogative clause] [Requests]
[Information] [English Language Teaching]

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INTRODUCTION:

In all cultures of the world, in some form or other, people communicate for the exchange and understanding of information. To elicit information or to request information on a topic, for example, *questions* are asked. Quirk et al (1972, p 386), says about the question component of discourse: "questions are primarily used to express a lack of information on a specific point, and (usually) to request the listener to supply this information verbally." Similarly, Leech and Svartvik (1979, p 110), say "Questions are typically sentences by which someone asks his hearer to give information."

Questions can determine how a conversation proceeds; they can determine the next speaker; attract and show attention; exhibit confidence or insecurity and they can focus the listener's thought. If successful in receiving information, or an understanding from having asked a question, then the learner has then shown competence in his or her ability to make the request, and communication has occurred.

Authority is held by some members in society who have the right to ask questions and have them answered, such as doctors, policemen and teachers (Morgan and Rinvolucrici, 1988). For the foreign learner of English, Morgan and Rinvolucrici (1988, p 9), suggest that: "to ask questions is also an expression of power over the language, both in form (interrogatives) and

in function (as power over the situation and other learners)." However, where it is possible to empower learners, a sensitivity to the learner's society's expectations should be understood. In Japan, to exhibit a feeling of *power* over your peers is generally against the courtesy desired in the majority of conversational contexts.

Huddleston (1984, p 351), says that "an interrogative sentence will typically be used to pose a question." Clauses of this type are categorized by Huddleston (1984), as *syntactic*; contrasting with questions, which he identifies as *semantic*. Huddleston's claim that 'question' is a semantic category is not particularly helpful to a clear view of the grammar. He extends the process of questioning to be a kind of *illocutionary act*, of which demand answers, right or wrong, accordingly.

THE INTERROGATIVE (ENGLISH):

It has generally been accepted by many grammarians that there are three major classes of interrogative clauses. For example, the *Yes/No* type, the *Wh-* type and the *alternative* type. Quirk (1972), lists the following characteristics of the *Yes/No* class:

The position of the auxilliary verb; the DO-periphrasis; the use of non-assertive forms; positive and negative orientation and tag-questions.

The following are characteristics of the *Wh-* class of questions (Quirk, 1972):

The uses and positions of *who/whom/whose/what/which/when/where/how* or *why*; the positive orientation of this type of question; *who/what* as the subject or object; the use of *what* as a complement; the use of *whose*, concerning ownership; the uses of *when* (time), *where* (place), *how* (methodology) and *why* (reasoning); the falling intonation, characteristic of *wh-* type questions.

The alternative question types expect a decision to be reached in the answer from a choice of a selection that the speaker makes; this kind of question often resembles a *Yes/No* type, but the intonation is different (a rise on each list item in the sentence, except on the last); a *Yes/No* type can be converted an alternative type, with the addition of *or not* at the end.

Swan (1980), distinguishes between written and spoken question forms. Whilst written questions nearly always follow the usual rules for interrogative sentences, in spoken, informal English conversation, the basic rules that apply to questions do not always follow. For example, an auxilliary verb must come before the subject or, DO should be used, but questions may be asked with the same word order as a statement (declarative), and by using a rising intonation; therefore converting it into a question. Sometimes, ellipsis occurs, where the auxilliary verb and even a pronoun may be absent, but still functions as a question:-

1. (Are) you coming tonight? or (Are you) coming tonight?

Intonation can have a grammatical significance on the choice of tone on the tonic syllable. Many languages have the possibility of changing a statement into a question, simply by

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changing the tone from falling to rising (Roach, 1991).

Different meanings can be received in tag questions through using either a falling or a rising tone. Roach (1991, p 175), demonstrates this in the following example incorporating the question-tag of *aren't they?* (auxilliary verb and pronoun: 2 a) and 2 b), below):

2. a) | they 'are 'coming on Tuesday | aren't they |

 | they' are 'coming on Tuesday | ,aren't they

Aren't they? has a falling tone in 2a). Here, the speaker is exhibiting a fair degree of certainty that the information is correct and anticipates that the listener will show some degree of confirmation in their response. The rising tone in *aren't they?* in 2b) is said to show a lesser degree of certainty by the speaker, and by doing so, the question tag functions more like a request for information.

In the Japanese language, the question-tag particle *ne* tends to rise to show a similar degree of uncertainty as in the above, English example 2 b), and a fall to show confirmation and agreement (as in 2 a), above).

THE COBUILD APPROACH:

More recently, the ways in which people say sentences in English, have been expressed in terms of particular moods. The Cobuild English Grammar (Sinclair, 1997), a recent addition to the various works on grammar, describes English as having three main moods: the declarative, the imperative and the interrogative mood. The latter usually applies to the asking of questions. The clauses in the interrogative have a sentence structure comprising of the subject following the main verb. Here, Sinclair (1997), defines two main types of question: the *yes/no* and the *wh-* type. The mood in a *yes/no* question can promote strong or weak *yes/no* answers, which subsequently reflect the mood of the clause. For example: *Do you drink wine?* could receive an answer of *sometimes* (a *weak yes* answer), or *never* (a *strong no* answer).

When a question of the *wh-* type is asked (using what, where, how, whom, which, whose, when, why or who), the answer cannot be *yes* or *no*, because information is requested in the reply.

The umbrella of the *yes/no*-type of questions, as described by Sinclair (1997), covers the following:-

Position of auxillary verb(s); the use and position of *Do* ; use and position of *Be* and *Have*, instead of *Do* ; positive and negative statement tag-questions; and the use of either/or in questions giving a choice to the listener.

The umbrella of the *wh-* type of questions as described by Sinclair (1997), include the

following:-

The use of *who* (as a subject or an object of a verb), and *whom* (as an object, and as a preposition); the use of *whose* (as a determiner/pronoun), when asking about ownership; the use of *which* (when used as a pronoun or determiner asking about specificity); the use of *when* (time and place); the use of *why* (concerning reasons/ necessity); the use of *how* (for methodology) and the use of suffixes to sound more emphatic (whatever, wherever, etc). Guidance is given to the reader about the kind of situations the different question styles can be used (Sinclair, 1997, pp 197-203).

THE INTERROGATIVE (JAPANESE):

In the Japanese language, interrogative words equivalent to *what? which? and where?* in English, seek identification and share some common semantic ground with many other languages, too.

Swan and Smith (1992), recognise that, in English, the broadening of the pitch range to show interest and involvement in both wh- and yes/no types of questions, usually have a rise on the utterance and final question particle *-ka*, in the Japanese language. Even when the particle *-ka* is omitted in plain style of questions, it has a rising intonation on the last syllable of the last word (and the verb form is changed), in the sentence, as seen in table 1, below:

Table 1: Omission of *-ka* in the plain form of Japanese questions:

	Question type		
	polite form:	plain form:	meaning:
verb	Kakimasu ka	Kaku	write?
i-adjective	Ookii desu ka	Ookii	big?
na-adjective	Kirei desu ka	Kirei da	pretty?
noun	Hon desu ka	Hon da	book?

(Gijutsusha Kenshu Kyokai (eds), 1991, p 51):

The use of *do* in English questions and negatives can pose problems for learners of English, since Japanese questions of all types beyond the plain type, as demonstrated in table 1 above, are marked by this clause-final *-ka*, with no change of word order. Negation is shown by a change in the verb form, though. Swan and Smith (1992, p 217), also point out that students may have special problems with embedded questions such as "It depends whether..." or "It's a question of how far..."

Japanese has a set of demonstrative words (*this/that, here/there*, in English), and interrogative words (*what? which? where?*), that show clear formal semantic parallelism, and

on this basis, Backhouse (1993), examines them together, although they're also found in various word classes (Appendix 1).

Backhouse (1993), points out that first and foremost, Japanese has a three-way division with the demonstratives (*ko-* / *so-* / *a-*), as opposed to just a two-way in English (this/that). This is because, in Japanese, there are two ways of using that: *are/sore*.

So- is used for objects in close proximity. Perhaps the speaker asks a question about a photograph in an album that he/she is holding: *sono sashin wa doko de totta* (=Where did you take that photo?). In addition, when making reference to objects not present, *so-* is usually used. *A-* is used for objects at a distance from the speaker and the listener. Perhaps, in this instance, the speaker is referring to a photograph (over there), on the wall: *Ano sashin wa doko de totta* (=Where did you take that photo?).

The noun *dore* (=which thing?) and the determiner *dono* (=which?) are used largely with reference to a given selection of objects, persons, etc. *Dore ga ii* (=Which one (of the things here) is best?) *Suzuki san wa dono hito* (=Which one is Suzuki?).

In the example *Anata wa Sumisu san desu ka* (=Are you Mr Smith?), the position of the interrogative word *dare* (=who), can be put in the same place as the non-interrogative noun, *Sumisu san*, as used in the declarative sentence: *Anata wa dare desu ka* (=Who are you? ie: *Mr Smith* and *Who*, being the inter-changeable components here). Basic interrogative terms apart from those mentioned, include: *dare* (=who?), *nani* (=what? changes to *nan* before [n], [t] and [d]), *itsu* (=when?), common conversational equivalents to why? are *dooshite*, *nande* and *dooyatte* (=how?). Indefinite nouns are generally formed from interrogative nouns by the suffixation of *-ka*, giving *doreka* (=some one thing of a choice); *dochiraka* (=some one thing out of two); *dokoka/dokka* (=somewhere); *dareka* (=someone); *nanika* (=something); *itsuka* (=sometime).

Backhouse (1993), discusses the use of the particle *wa* : Sometimes it is used to indicate the topic of a question containing interrogative words such as *dare* (=who?) and *nani* (=what?) etc. *Nani o taberu* (=what are we going to eat?) would be clear from the situation that it would be said in; if, for example, one enters a restaurant, and says it. To ask "What are we going to eat for dinner?", a normal Japanese equivalent would be: *Yuuhan wa nani o taberu*. The topic, *dinner*, is specified, *-han*.

Other examples: *Bashyo wa doko* (=Where is the venue...?) and *Kono hito wa dare* (= Who is this person?) So characteristic is this use, that *X wa* (with a rising intonation on the *wa*), serves as a common formula for asking obvious questions in Japanese:

Okaasan wa (=Where's mother?) *Shokuji wa* (=How about (your) meal?/Have you eaten?) *Kasa wa* (=Where is (your/the) umbrella?). In these situations, the thing marked by *wa* is typically selected from an unspecified range of other possible items.

Wa is also common in negative sentences, where its effect is to focus the range of negation and often used to contrast positive states of things. The straight forward negative response to *koohii aru* (=Is there any coffee?), is, *nai* (=There isn't). If the response to the question was

kooonii wa nai (=There is no coffee), instead of *nai*, this restricts the range of the negation to *kooonii*, coffee. This would then suggest that other beverages are available.

Wa never follows interrogatives such as *dare* (=who?) or *doko* (=where?/what place?). *Dare ni atta* (=Who did you meet?) cannot be *Dare ni wa atta*; and likewise, *Doko de taberu* (=Where shall we eat?), cannot be *Doko de wa taberu*.

It is an important general principle in Japanese, that answers echo the questions in their grammatical structure, but *wa* is not used in these cases. So, *Natsuyasumi wa doko ni iku* (=Where shall (we) go for the summer holidays?) is answered by: *Umi ni ikoo* (=Let's go to the seashore!) not *Umi ni wa ikoo*.

Hoo is a structured noun, used in cases where there is a choice of two alternatives to be made. It often combines with the *kochira* and *kochi* series of demonstratives and interrogatives, as in: *Docchi ga ii* and *docchi no ga ii* (=which one of the two do you prefer?) It makes a two-way choice explicit: *akai hoo* (=the red one of the two), or *ookii hoo* (=the bigger one), etc.

All Japanese indirect questions, if there is no interrogative, originally, one supplies it through the addition of *doo* (=how?) For example, when someone wishes to do something, but doesn't know how to go about it; or when asking someone for some advice about something, the interrogative plus the *-tara* form of the verb plus *ii desu ka* is used: *Ginkoo wa doo ittara ii desu ka* (=How should I go to the bank?)

THE INTERROGATIVES IN PASSPORT FOR FIRST YEAR STUDENTS AT KAGOSHIMA IMMACULATE HEART COLLEGE :

During conversations, when a learner of English translates directly from their first language into English, the result is often strange at best, incomprehensible at worst, to the listening native speaker of English. These utterances may seem logical enough to the learner of English, but may show syntactical errors or where the learner has tried to compensate for any difficulty by referring to structures in Japanese.

Communication may have occurred, but lacks accuracy.

When faced with the prospect of asking questions in English, learners will sometimes encounter difficulties in using the English interrogative appropriately. The following section looks at some areas where learners using *Passport* (Buckingham, 1995), at this college, encounter unfamiliar structures and how they deal with them.

Nearly all of the first year students in the English Department at this college go to Australia for a six week homestay, at the end of their first year. This forms part of their course at this college. In order to survive the homestay experience, they need to be equipped with the necessary English skills and strategies that they have learned and developed in their first year here and over their previous six years (at least), of learning English at high school

and junior high school. On the way to, and coming back from Australia, not to mention the homestay itself, the learners will encounter various situations and conversations that they will have to be able to cope with. On focusing upon the area of information exchange for successful communication, the textbook *Passport* (Buckingham and Whitney, 1996), presents the learners with useful samples of such dialogues and practice.

One of the main aims of the English department is to concentrate primarily on brushing-up the conversational English skills for their homestay (at the end of the first year) and the outside world (employment or higher education, using English, at the end of the second year). Even though students study English for at least six years, prior to arriving at this college, their conversational ability has, in many cases, attained only a low intermediate level.

The aims of the textbook *Passport* (Buckingham and Whitney, 1996), attempt to provide authentic examples of English conversation and various dialects of English. In particular, *Passport* has Japanese speakers of English participating in the dialogues, too, empowering the learners and giving them confidence, realising that to speak English does not mean that they have to sound as *Australian, as American* or as *British* as possible!

Appendix II samples four units from *Passport*. With respect to the teaching of the interrogative form, the *Look and Learn* section in each unit focuses on the unit topic and how the interrogatives are used. There are no grammatical notes for the student to digest. Instead, learners are guided by the teacher and immediately relate the sentences to a situation, often an activity missed during their learning in their six-year-schooling. Learners are prompted to practice the question and answers after reading through, by themselves, but the teacher could add other stages here, to help the learners (see section entitled "Looking at areas of difficulty").

The *Look and Learn* sections from Units 10, 13, 14 and 18 (see Appendix II), display some typical interrogatives, with example responses:-

Question style:	Possible responses:
UNIT 10:	
1) Do you have any brothers and sisters?	Yes I have one brother and one sister. or No, I don't.
2) How do you get to work/school?	By train/bus/subway.
UNIT 13:	
3) What are you doing this afternoon?	I'm going out with my friends.
4) What time will you be back?	Around 6 o'clock, I think.
UNIT 14:	
5) What time is the next bus for Manly?	It leaves in five minutes.
6) How much is it to Balmain?	It's two fifty.

UNIT 18:

- | | |
|------------------------------|---------------------------------|
| 7) Where did you lose it? | On the bus to Oxford. |
| 8) When did you last see it? | Sometime this morning, I think. |

LOOKING AT AREAS OF DIFFICULTY:

Observed difficulties in some of the selected examples above:

- 1) *Do you have any brothers and sisters ?*

In this type of *Yes/No* question, sometimes learners confuse the use of *some* with *any*. Or the determiner, *any*, may be forgotten, completely; Also, plurals are frequently ignored since nouns do not become plurals in Japanese: *Do you have brother and sister?* *Do* is sometimes dropped before the *have*, which still makes the question comprehensible: *You have brother and sister*, but consequently makes more of a declarative statement to the listener, who probably is not expecting to be told that he/she actually *has brother and sister!* (a rise in intonation would indicate that this was in fact a question).

- 2) *How do you get to work/school ?*

This is an interrogative clause of the *Wh-* type, asking for information on the way the listener does something. Again, Japanese students sometimes drop the *do*, since the equivalent in Japanese, *suru*, is attached to the stem of the verb and found towards the end of the clause: *How you get to work?*; and semantically, *get to* is a difficult concept, since they have learned *get* in the context of receiving or obtaining something. It is possible, therefore that they find it easier to ask instead: *How you go (to) school or come (to) school*, since it is a motion of doing something.

- 3) *What are you doing this afternoon ?*

In this example of another *Wh-* type, the *what* acts as an object and the subject should come after the first verb in the clause. *are you doing* is taken to mean *now* and *this afternoon* could be rightly interpreted as a time shortly in future; but learners may try to use *will you do* in place of *are you doing*.

- 4) *What time will you be back ?*

Be back? is quite an advanced structure in English, and may pose a problem since, in Japanese, they describe the movements of *going* back or *coming* back (often the former). *What time will you (come/) go back ?* is thus, very common. Incorrect word order errors such as *What time you will (come/) go back ?* almost makes the sentence declarative.

- 5) *What time is the next bus for Manly ?*

The preposition *to* might be used in place of *for*, but this would still make this question grammatically correct. Learners may say *What time is a next bus to Manly ?*

The mis-use of determiner *a* could initially confuse the listener. In Japanese, *next bus* is *sugi no basu* and so this probably does not create too many problems.

6) *How much is it to Balmain?*

How is of the *Wh*- type of interrogative, and used without following a noun. It is obvious in these circumstances that the speaker is asking about the price of the bus journey, so *it* refers to the bus journey, itself, and learners may forget to insert the *it* or say *How much (does) the bus cost?*

7) *Where did you lose it?*

Where asks for information about the place that the item was lost. The *it* refers to the item lost and would probably be left out: *Where (did) you lose?* (This is similar to problems encountered with: *Did you know that..?*, when the *that* would probably be dropped: *Did you know?*).

8) *When did you last see it?*

The *Wh*- type of interrogative word *When*, asks about the time that he/she last saw something. Sometimes, learners may say *When you last saw it?* This may be because the equivalent for *do*, *suru*, in Japanese, is attached to the verb stem and placed at the end of the clause, this could also explain why the learner changes the verb *see* to the past simple form, *saw*.

IMPLICATIONS FOR LANGUAGE TEACHING MATERIALS:

Harmer (1991), criticizes some language teaching materials given in some textbooks, saying that they can perhaps give students a false impression of how questions are asked and answered in reality. He says that "...students practice questions such as *Do you smoke?* and are expected to answer *Yes I do*, or *No, I don't*" (p 103). He gives another example of a more exaggerated drill: "*Where's John? John's in the kitchen*" (p 103), suggesting that in reality, responses to questions are not experienced as textbook presentations demonstrate. Teachers should, instead encourage their students to extend their answers past the *Yes* or *No* and add a comment, thus developing a simple dialogue, as given in the following example:-

Student 2: *Do you like tennis?*

Student 1: *Yes.*

Teacher: *Yes....and....?*

Student 1: *Yes....I play every Wednesday afternoon.*

In addition to the highly-grammatical materials, Harmer also recommends that students should be practicing dialogues from start to finish, not just say *Hello!*, ask a question, and walk away (as some interview activities commonly practice). Usually, in conversations, whether an answer is a *Yes* or a *No*, to a question, the speakers at least expand the topic or change it Dialogues can be made real and personalized for the learners, whilst still giving them practice in questions. Harmer (1991, pp 105-108), gives such examples of how this can be

achieved.

However, despite Harmer's criticism of some teaching materials, several more recent textbooks appear to cater for what some have lacked in the past. *Passport* (Buckingham and Whitney, 1996), practices and allows for the development of dialogues, but has important sections entitled *Look and Learn*, which drill the questioning and answering and precede the conversations and production area of the learners' own dialogues. During this *Look and Learn* section, the teacher could make additions of activities: a match-up activity of questions and answers; students listen to the teacher and other students and add intonation lines and markers; and again, when the students are practicing, the teacher can act as a monitor, observing difficulties (and, of course, notice the good points in the students' interactions), and give feedback to the class of general good and problem areas rather than isolate individual students, and have them face humiliation in front of their peers (this could be in the form of either eliciting or teaching ways of asking the same kind of question or making a response); and if needed, put the cake back into the oven *so-to-speak*, as it may need a little longer before the learners have grasped the concepts involved!

One variation and challenging activity for practising yes/no questions without actually permitting the answers of yes or no, is one described by Benremouga (1997). This *game* encourages learners to think in the target language, in this case, English. The idea is for a learner to ask his or her partner questions for two minutes, but the partner in answering, should never say a *yes* or a *no* in response. It can be used to develop a wider use of vocabulary in answering questions.

With reference to weak and strong answers to Yes/No questions (Sinclair, 1997), clines (scales to indicate the degree of *Yes* or *No* in an answer), can easily indicate the mood expressed.

Reply questions, as described by Swan (1980), act as a response to a statement or statements having only an auxiliary verb and a personal pronoun. Reply questions show that the listener is paying attention to the speaker. Examples of these can sometimes be heard in the listening activity, found in the beginning of each unit of *Passport* (Buckingham, 1995). Appendix II, Unit 10 conversation 5, between Amy and Miki: line 8 "Born to shop, huh, Miki?" This doesn't require a response, but let's Miki know that Amy was listening to her.

The declarative word-order is common in the echo-type of questions, where the listener repeats part or all of the statement told by the speaker. The listener may feel that he/she heard the information incorrectly or could be in a state of surprise from what the speaker initially said (Swan, 1980). *Passport* gives some good examples of these in APPENDIX II, *Passport* Unit 14, in conversation 1, between the driver (D) and the tourist (T): lines 3 to 6 (underlined):

T: "...Which bus goes to Battery Park, please?"

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- D: "To Battery Park? You need the six."
T: "The six? Not the sixteen?"
D: "No the six. That's the one you need.".....

Passport Unit 14, in conversation 4, between the man (M) and the driver (D):
lines 3 to 8 (underlined):

- M: "Er, when do we get to Macquarie University?"
D: "To Macquarie University?"
M: "Yes, Macquarie. Could you tell me when to get off?"
D: "I'm sorry, But you're on the wrong bus."
M: "The wrong bus? Oh, but this is the four three oh, isn't it?"
D: "Yes it is. But this is going to the other university, Sydney University, not Macquarie.".....

Exposure to natural sounding, spoken English is important to get the student familiar with intonation and pronunciation of English sounds in sentences. Exposure does not mean just the sounds of the English, but the visual cues - the gestures associated when asking questions or giving appropriate responses; for example, the look of concern on a person's face whilst enquiring about some problem X, etc. In addition, the drilling and practising of whole authentic dialogues can enable the learners see how important the interrogatives are.

In conclusion, since Japanese conversations are very centered around the mood and feelings of the participants, by extending this concept from their own cultural background, perhaps it could also facilitate how their understanding of English develops.

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7. APPENDICES:

APPENDIX I: Major demonstrative and interrogative words in the Japanese language (Backhouse, 1993 p116).

	<i>ko-</i> 'this (near me)'	<i>so-</i> 'this (near you)'	<i>a-</i> 'this (over there)'	<i>do-</i> 'which?'
Thing noun	<i>kore</i> 'this thing'	<i>sore</i>	<i>are</i>	<i>dore</i> 'which thing (of a selection)?'
Thing/ direction noun	<i>kotira/kotti</i> 'this thing' (of two). this direction'	<i>sotira/sotti</i>	<i>atira/atti</i>	<i>dotira/dotti</i>
Place noun	<i>koko</i> 'this place'	<i>soko</i>	<i>asoko/asuko</i>	<i>doko</i>
Article	<i>kono</i> 'this'	<i>sono</i>	<i>ano</i>	<i>dono</i> 'which (of a selection)?'
Article	<i>koo yuu</i> 'to this nature'	<i>soo yuu</i>	<i>aa yuu</i>	<i>doo yuu</i>
Adjective	<i>koNna</i> 'like this of this nature''	<i>soNna</i>	<i>aNna</i>	<i>doNna</i> 'like what?, what sort of?'
Degree adverb	<i>ko Nnani</i> 'to this degree'	<i>so Nnani</i>	<i>a Nnani</i>	<i>do Nnani</i>
Manner adverb	<i>koo</i>	<i>soo</i>	<i>aa</i>	<i>doo</i>

7. APPENDICES:

Appendix II: Interrogatives in Passport (Buckingham and Whitley, 1996, Oxford University Press), with tapescripts (Buckingham, 1995).

Book samples taken from UNITS 10, 13, 14 & 18.

10 My father works in a bank

10



LISTENING Miki is talking about her family to her friend, Amy. Listen. Circle T (true) or F (false).

- 1 Miki's father works in a bank. T F
- 2 Miki wants to work in a travel agency. T F
- 3 She has one brother and one sister. T F
- 4 Her house is fifteen minutes from the station. T F
- 5 She likes to go shopping on weekends. T F

LOOK AND LEARN

Study these questions and answers:

Do you have any brothers and sisters? Yes, I have one brother and one sister.
No, I don't.
What does your father do? My father works in a bank.
What does your mother do? My mother is a school teacher.
Where do you live? We live in Tokyo / Osaka.
How do you get to work / school? By train / bus / subway.
What do you usually do on weekends? I usually watch baseball games.
I like to ride my motorbike.
What does your father do on weekends? He plays golf.

Now practice with a partner. Take turns asking and answering.

CONVERSATION

Listen to this conversation between Rie and Amy. Fill in the blanks.

Amy: Tell me about your family, Rie.
Rie: I have a photo of them. Would you like to see it?
Amy: Yes, please.
Rie: Well, this is my father. He's (1)..... years old.
Amy: What does he do?
Rie: He works (2).....
Amy: Oh, really? And your mother?
Rie: She's a (3).....
Amy: Do you have any brothers and sisters?
Rie: Yes, I have (4).....
Amy: I see. Tell me, where do you live?
Rie: Well, we live in a (5)..... in the suburbs of Tokyo.
Amy: I see. So, what do you usually do on weekends?
Rie: I like to (6).....
Amy: Wow! I didn't know you could do that!

Now practice the conversation with a partner.

OVER TO YOU!

Make two more conversations like the one above. Use this information:

Makoto's family	Terumi's family
(1) 51	47
(2) for Mitsubishi	for a trading company
(3) sales assistant	housewife
(4) two brothers	one sister, Sachiko
	Jan and Naoko and one brother, Akira
(5) small apartment	small house
(6) ride my motorcycle	play my guitar

ACTIVITY

Work in groups of three. Draw a picture of your family in the box below. Take turns talking about them.

My family

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Unit 10 My father works in a bank

Listening

Miki is talking about her family to her friend, Amy. Listen. Circle T (true) or F (false).

Conversation 1

Miki: This is my father.
Amy: And is that your mom?
Miki: Yes. She's a travel agent.
Amy: And what does your father do?
Miki: He works in a bank.
Amy: Which bank?
Miki: The Sumitomo Bank.

Conversation 2

Amy: And what about you?
Miki: Me?
Amy: Do you want to work in a travel agency, like your mom?
Miki: Well, she wants me to.
Amy: But what do you think?
Miki: Em, I haven't decided yet. But no, I don't really want to work in a travel agency.

Conversation 3

Amy: And I see in this photo that you've got one brother and one sister, right?
Miki: Er, no. I don't have a brother. That's my cousin. But this is my sister.
Amy: And how old is she?
Miki: Kimiko's fourteen.
Amy: Oh! She's quite a bit younger than you.
Miki: Yes. But she wanted to come to America with me!

Conversation 4

Amy: And this is your house? You live in Tokyo?
Miki: Not really in Tokyo. It's a suburb, north of Tokyo.
Amy: And does your father drive to work from there?
Miki: Oh, no! There's too much traffic. We take the train. Our house is about fifteen minutes from the station.
Amy: So you walk to the station and get a train from there into the city?
Miki: Right.

Conversation 5

Amy: And what do you do on weekends, Miki? Do you have any hobbies?
Miki: Well, I sometimes play tennis with my friends. And I usually go shopping on Sundays.
Amy: On Sundays? Are all the stores open on Sundays in Japan?
Miki: Oh, yes. And I love to go shopping then.
Amy: Born to shop, huh, Miki?
Miki: (laughs)

Conversation

Listen to this conversation between Rie and Amy. Fill in the blanks.

Amy: Tell me about your family, Rie.
Rie: I have a photo of them. Would you like to see it?
Amy: Yes, please.
Rie: Well, this is my father. He's forty-two years old.
Amy: What does he do?
Rie: He works for Sony.
Amy: Oh, really? And your mother?
Rie: She's a schoolteacher.
Amy: Do you have any brothers and sisters?
Rie: Yes, I have one brother and one sister.
Amy: I see. Tell me, where do you live?
Rie: Well, we live in a small apartment in the suburbs of Tokyo.
Amy: I see. So, what do you usually do on weekends?
Rie: I like to play tennis.
Amy: Wow! I didn't know you could do that!

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7. APPENDICES:

Appendix II (continued): Interrogatives in Passport (Buckingham and Whitney, 1996, Oxford University Press), with tapescripts (Buckingham, 1995). Book samples taken from UNITS 10, 13, 14 & 18.

13 I won't be home for lunch today

13



LISTENING What is each person planning to do? Listen. Check (✓) the correct answer.

1 Koji is going to a swimming pool. the beach.

2 Ric is going to a movie. a barbecue.

3 Mayumi is going to a pizzeria. a Japanese restaurant.

4 Miki is going shopping. to the zoo.

LOOK AND LEARN Study these questions and answers:

What are your plans for today?	I'm going to the zoo.
What are you doing this afternoon?	out with my friends.
Friday?	I'm shopping.
next week?	meeting my friends.
	visiting Teshiko.
	Oh, nothing special.
	I haven't decided yet.

See you at lunch!

I'm sorry, but I won't be home for lunch today. I'm meeting some friends.

What time will you be back?

Around 6 o'clock. I think.

Now practice with a partner. Take turns asking and answering.

3

CONVERSATION

Use the words below to complete this conversation between Koji and Mr. Todd. Then listen and check your answers.

(a) around 10:30 (d) a barbecue
 (b) the Australian Wildlife Park (e) see some typical Aussie animals
 (c) your camera

Mr. Todd: What are your plans for today, Koji?
 Koji: I'm going on a school trip.
 Mr. Todd: Oh, really? Where are you going?
 Koji: To (1)..... I want to (2).....
 Mr. Todd: That sounds good. Don't forget (3).
 Koji: No, I won't. Oh, yess Sorry, but I won't be home for dinner tonight. I'm going to (4)..... with my friends.
 Mr. Todd: That's OK. Thanks for telling me. When will you be back?
 Koji: I'm not sure exactly, but I should be home (5).
 Mr. Todd: That's fine. Call if you're going to be late.
 Koji: OK. Bye!

Now practice the conversation with a partner.

OVER TO YOU!

Make three more conversations like the one above. Use this information:

Hideo (Australia)	Katsuhide (U.K.)	Masako (U.S.)
(1) Bondi Beach	Stratford-upon-Avon	The Mall of America
(2) get a good suntan	see Shakespeare's	get some good bargains
(3) your suntan lotion	your camera	your credit cards
(4) a Chinese restaurant	the theater	dinner
(5) about 10 o'clock	about 9 o'clock	around 8:30, I guess

ACTIVITY

Work with a partner. Take turns being Student A and Student B. Use the information below.

Student A: You are a host parent in Toronto, Canada. Ask your visitor about his/her plans.

Student B: You are a student staying with a host family in Toronto, Canada. Say what your plans are.

Where to visit	Why to visit	Don't forget	In the evening
the CN Tower	look at the view	your camera	a movie
the Skydome	see the Blue Jays	your binoculars	a concert
Toronto Island	have a picnic	your suntan lotion	a restaurant
Yorkville	go shopping	your credit card	a bar

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Unit 13 I won't be home for lunch today

Listening

What is each person planning to do? Listen. Check the correct answer.

Conversation 1: Koji and Mrs. Todd
 Mrs. Todd: Are you going out, Koji? Bye! See you at lunch.
 Koji: I'm sorry, Mrs. Todd, but I won't be back for lunch today.
 Mrs. Todd: Oh, well that's all right. What are your plans for today, then? The beach?
 Koji: Er, no. I'm meeting my friends at the swimming pool. We're going for a swim.
 Mrs. Todd: But you could go to the beach. It's such a lovely day.
 Koji: Mm, I don't really like swimming in the ocean.
 Mrs. Todd: Oh, OK. Well, have a great time at the pool.

Conversation 2: Ric and Amy
 Amy: What are you doing tonight, Ric?
 Ric: I'm not sure, Amy. Miki ...
 Amy: Well, we're having a barbecue if you want to come.
 Ric: Miki wants to see a movie, but ...
 Amy: Oh! This weather is too hot for movies!
 Ric: Mm, maybe you're right. OK. I'll come to the barbecue.
 Amy: Great!
 Ric: I'll tell Miki.
 Amy: Sure! See you both later.

Conversation 3: Mayumi and John
 Mayumi: Hello?
 John: Mayumi? Is that you?
 Mayumi: Yes ... John? How are you?
 John: Fine, thanks. Listen, I was wondering if you have any plans for tonight.
 Mayumi: Tonight? Oh, yes. We're going to go ...

John: You see, we're going out for pizza. Would you like to come?
 Mayumi: Oh, sorry, we can't. We already made plans. We're going to a Japanese restaurant. Makoto wants to eat Japanese food!
 John: Oh, right? Fine. Well, maybe I'll call next week, and we can go out then?
 Mayumi: Yes, that would be fun. Thanks, John. Bye.
 John: Bye.

Conversation 4: Miki and Amy

Amy: What are your plans for tomorrow, Miki?
 Miki: Oh, I haven't decided yet.
 Amy: Do you want to go shopping with me?
 Miki: Oh, yes! That's a great idea, Amy! ... No, wait, Oh, I can't! I've just remembered - I'm going to the zoo!
 Amy: Never mind! We can go shopping another day.

Conversation

Listen and check your answers.
 Mr. Todd: What are your plans for today, Koji?
 Koji: I'm going on a school trip.
 Mr. Todd: Oh, really? Where are you going?
 Koji: To the Australian Wildlife Park. I want to see some typical Aussie animals.
 Mr. Todd: That sounds good. Don't forget your camera.
 Koji: No, I won't. Oh, yess Sorry, but I won't be home for dinner tonight. I'm going to a barbecue with my friends.
 Mr. Todd: That's OK. Thanks for telling me. When will you be back?
 Koji: I'm not sure exactly, but I should be home around ten thirty.
 Mr. Todd: That's fine. Call if you're going to be late.
 Koji: OK. Bye!

7. APPENDICES:

Appendix II (continued): Interrogatives in Passport (Buckingham and Whitney, 1996, Oxford University Press), with tapescripts (Buckingham, 1995). Book samples taken from UNITS 10, 13, 14 & 18.

14 Could you tell me when we're there, please?

14



- LISTENING** Listen to these conversations about buses. Circle T (true) or F (false).
- The woman needs to take the number 16 bus. T F
 - He is at the wrong bus stop. T F
 - The woman needs to take the number 431. T F
 - The man has an appointment at Sydney University. T F
 - Makoto wants to go to the zoo. T F
 - The man has to pay \$1.60. T F

LOOK AND LEARN Study these questions and answers:

Excuse me? Is this the bus for Bridge Street?	Which bus goes to the zoo? That's right. / No, you want the 110.	You need the 3A. That's right. / No, you want the 110.
What time is the next bus for Manly? It's two fifty.	How much is it to Balmain? It's two fifty.	It leaves in five minutes.
Could you tell me when to get off, please? Can you tell me when we're there, please?	Yes, I'll let you know. Sure, no problem.	

Now practice with a partner. Take turns asking and answering.

CONVERSATION

Use the words below to complete this conversation between Koji and a bus driver. Then listen and check your answers.

- two dollars and fifty cents
- for Manly
- Sorry? What was that?
- It's easy. Manly's the last stop
- ten minutes

Koji: Excuse me? What time is the next bus (1).....?
Bus driver: This is it. It leaves in (2).....
Koji: Oh, great! How much is that, please?
Bus driver: That'll be (3).....
Koji: OK. Here you are.
Bus driver: Thank you.
Koji: Er, could you tell me when to get off, please?
Bus driver: (4).....
Koji: Um, could you tell me when we're there, please?
Bus driver: (5).....
Koji: Oh, OK. Thank you.

Now practice the conversation with a partner.

OVER TO YOU!

Work with a partner. Make three conversations like the one above. Use this information:

Information:	Marym (London)	Miki (Los Angeles)	Koji (Sydney)
(1) for the British Museum	for Chinatown	for Balmain	
(2) 5 minutes	10 minutes	7 minutes	
(3) \$1.10	\$1.50	\$3.30	
(4) Sorry, what was that?	Pardon me?	What?	
(5) It's easy. It's three stops.	Sure, I'll let you know.	Yes, I'll tell you.	

ACTIVITY

Work with a partner. Take turns being Student A and Student B. Use the information below.

Student A: You are a tourist. Choose a destination and buy a bus ticket. Ask the driver when to get off the bus.

Student B: You are a bus driver. Help the tourist.

From Main Street to	Price	Number of stops	Next bus
Bridge Street	\$1.20	1	5 minutes
North Point	\$2.40	4	8 minutes
Southside Drive	\$3.20	the last stop	15 minutes
Parkland Avenue	\$2.00	5	10 minutes
Westlake Way	\$1.60	2	2 minutes
Grand Square	\$3.00	6	12 minutes

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Unit 14 Could you tell me when we're there, please?

Listening

Listen to these conversations about buses. Circle T (true) or F (false).

Conversation 1: New York
Tourist: Excuse me?
Driver: Hi! Can I help?
Tourist: Oh, hello. Which bus goes to Battery Park, please?
Driver: To Battery Park? You need the six.
Tourist: The six? Not the sixteen?
Driver: No, the six. That's the one you need.
Tourist: Oh, OK. Thank you.
Driver: You're welcome.

Conversation 2: San Francisco
Ric: Em, excuse me?
Woman: You need any help?
Ric: Oh, yes, thank you. Does the San Francisco city tour leave from here?
Woman: Sorry! I didn't catch that.
Ric: Er, the city tour. Does it leave from here?
Woman: No. You need to go around the corner.
Ric: Around the corner?
Woman: Yeah. The stop for the city tour is around the corner.
Ric: Oh, I see. Thanks.
Woman: No problem.

Conversation 3: Australia

Woman: Er, how much is it to Balmain, please?
Driver: Balmain? Are you going to Balmain?
Woman: Er, yes, Balmain.
Driver: But this isn't the Balmain bus.
Woman: Sorry, I don't understand.
Driver: This is the four three one. You need the four three three or the four three four.
Woman: Sorry?
Driver: You're on the wrong bus. You don't want the four three one.
Woman: Oh, I see. Thank you very much.

Conversation 4: Australia

Man: Er, excuse me?
Driver: Yes?
Man: Er, when do we get to Macquarie University?
Driver: To Macquarie University?
Man: Yes, Macquarie. Could you tell me when to get off?
Driver: I'm sorry, but you're on the wrong bus.
Man: The wrong bus? Oh, but this is the four three oh, isn't it?
Driver: Yes, it is. But this is going to the other university, Sydney University, not Macquarie.
Man: Oh, no!
Driver: Don't worry. Everyone makes the same mistake.
Man: Yes, but I'm going to miss my appointment!

Conversation 5: Britain

Makoto: Excuse me.
Man: Yes. Can I help?
Makoto: Which bus goes to the city centre, please?
Man: The sixteen.
Makoto: Ah, thank you. The sixty.
Man: No, the sixteen. You want the number sixteen.
Makoto: OK, thank you. Sixty. Sixty. Thank you.
Man: Goodbye.
Makoto: Oh, no! He'll never get there. The sixty goes to the zoo!

Conversation 6: Britain

Man: Excuse me? Is this the bus for Victoria Station?
Driver: That's right.
Man: Oh, good! How much is it, please?
Driver: Are you going all the way?
Man: Sorry?
Woman: Are you going all the way to Victoria?
Man: Oh, yes. I want to go to Victoria.
Woman: OK. That's one pound forty.
Man: OK. Thank you. Excuse me?
Woman: Yes?
Man: Could you tell me when we're there, please?
Woman: Sorry?
Man: Er, could you tell me when to get off, please?
Woman: It's easy. It's the last stop.
Man: Oh, I see. Thank you.

Conversation

Listen and check your answers.

Koji: Excuse me? What time is the next bus for Manly?
Driver: This is it. It leaves in ten minutes.
Koji: Oh, great! How much is that, please?
Driver: That'll be two dollars and fifty cents.
Koji: OK. Here you are.
Driver: Thank you.
Koji: Er, could you tell me when to get off, please?
Driver: Sorry? What was that?
Koji: Um, could you tell me when we're there, please?
Driver: It's easy. Manly's the last stop.
Koji: Oh, OK. Thank you.

7. APPENDICES:

Appendix II (continued): Interrogatives in Passport (Buckingham and Whitney, 1996, Oxford University Press), with tapescripts (Buckingham, 1995). Book samples taken from UNITS 10, 13, 14 & 18.

18 Where did you lose it?



18.1 LISTENING

What has each person lost? Listen. Check (Z2) the correct answer.

- Mayumi has lost a small blue leather bag. a large black leather bag.
- Miki has lost a yellow umbrella. a blue and white umbrella.
- Koji has lost a camera bag. a shopping bag with a camera in it.
- Makoto has lost a credit card. a credit card and some traveler's checks.

LOOK AND LEARN

Study these sentences:

Excuse me? I think I left a bag here.
My camera is missing.
I've lost my purse.

Study these questions and answers:

Where did you lose it? On the bus to Oxford.
When did you last see it? Sometime this morning, I think.
What does it look like? It's small and brown.
How big is it? It's medium-sized.
What color is it? It's silver.
What's it made of? It's made of leather.
Was there anything inside it? Yes, there were some clothes and some jewelry.

Now practice with a partner. Take turns asking and answering.

18.2 CONVERSATION

Use the words below to complete this conversation between Makoto and a hotel clerk. Then listen and check your answers.

- (a) Last night (d) small and black
(b) It's a Minolta (e) camera
(c) Somewhere in the hotel, I think

Clerk: Can I help you?
Makoto: Yes, please. My (1)..... is missing.
Clerk: I see. Where did you lose it?
Makoto: (2).....
Clerk: OK. When did you last see it?
Makoto: (3).....
Clerk: Right. What does it look like?
Makoto: It's (4).....
Clerk: I see. Any other details?
Makoto: Yes. (5).....
Clerk: OK. I'll just check if it's here.

OVER TO YOU!

Make three more conversations like the one above. Use this information:

Bie (in a restaurant)	Koji (at a bus station)	Mayumi (in a hotel)
(1) backpack	baseball cap	shopping bag
(2) I left it by my table	On the bus to Manly	I'm not sure
(3) When I sat down	Before I got on the bus	At lunchtime
(4) black and green	blue and white	green and gold
(5) My name is on it	It's quite old	There are some shoes inside

ACTIVITY

Work with a partner. Take turns being Student A and Student B. Use the information below.

Student A: You are a hotel clerk. Ask the guest for information about the missing item.
Student B: You are a guest in a hotel. Tell the hotel clerk about something you have lost. Use the pictures and words below to help you.



Places	Times	Other details
in the restaurant	yesterday morning	My passport is in it
in my room	at about 3 o'clock today	It's a Seiko
in the bar	at lunchtime	There are some clothes in it
in the lobby	I'm not sure when	It has a red strap

Unit 18 Where did you lose it?

Listening

What has each person lost? Listen. Check the correct answer.

Conversation 1: Mayumi

Clerk: Next, please.
Mayumi: Can you help me? I think I left something on a train.
Clerk: Yes, and which train was that?
Mayumi: From Brighton to London.
Clerk: From Brighton. Yes, and which train? What time was it?
Mayumi: It left Brighton at nine o'clock this morning.
Clerk: OK, the oh nine hundred train. What kind of bag is it?
Mayumi: Um...
Clerk: Is it a large bag?
Mayumi: Oh, no. It's quite small.
Clerk: And what's it made of?
Mayumi: It's made of leather.
Clerk: And the color? What color is it?
Mayumi: Um, black, I think. Oh, wait. No, I think it's blue.
Clerk: OK. Blue. I'll just check.
Mayumi: Thank you.

Conversation 2: Miki

Miki: Excuse me?
Clerk: Yes. May I help you?
Miki: Yes. I was here at the theater last night.
Clerk: Yes?
Miki: Well, I think I left my umbrella.
Clerk: I see. And where did you leave it?
Miki: Close to my seat.
Clerk: OK, but where were you sitting?
Miki: In the orchestra, Row M. In the middle of the row.
Clerk: Right. What color is it?
Miki: Oh, it's blue and white.
Clerk: Just a minute. I'll check. *(shouted aside)* Frank! Did anyone find a blue and white umbrella in the orchestra?
Frank: *(shouted aside)* Er, no, I don't think so! But we found a yellow one.
Clerk: We found a yellow one, but not a blue and white one.
Miki: No! Oh, well.
Clerk: I'm sorry, lady. I think someone took it.

Conversation 3: Koji

Clerk: Yes. Next. What's the problem, sir?
Koji: I lost something here yesterday.
Clerk: You lost something?
Koji: Yes, I think it was near the kangaroos.
Clerk: Well, what was it?
Koji: A shopping bag.
Clerk: Just a shopping bag? Is that all?
Koji: Er, no. It had a camera in it.
Clerk: I see. Can you describe the bag?
Koji: It was a shopping bag from a department store. Which department store?
Clerk: David Jones.
Clerk: David Jones. Just a minute. I'll look for it.
Koji: Thank you. *(coming back)* You're very lucky. It's here! And the camera's still inside!
Clerk: Oh, that's great. Thank you very much.

Conversation 4: Makoto

Clerk: Hello, Reception. How may I help you?
Makoto: Um, this is Mr. Kinoshita in room two oh seven. I'm sorry, but I have a problem.
Clerk: Yes? Is it your room?
Makoto: No, it's not the room. I've lost something.
Clerk: Oh, dear. What is it?
Makoto: Er, well, it's my credit card.
Clerk: Oh, that's serious. Have you lost anything else? Cash? Traveler's checks?
Makoto: No, not traveler's checks. I don't have any. But it's my credit card. It's gone!
Clerk: I hope it wasn't taken from your room!
Makoto: Well, I'm not sure. But I had it this morning.
Clerk: Well, I'll put you through to Security.
Makoto: Oh, thank you. I'm sorry.
Clerk: It's no problem. Just a moment, please.

Conversation

Listen and check your answers.
Receptionist: Can I help you?
Makoto: Yes, please. My camera is missing.
Receptionist: I see. Where did you lose it?
Makoto: Somewhere in the hotel, I think.
Receptionist: OK. When did you last see it?
Makoto: Last night.
Receptionist: Right. What does it look like?
Makoto: It's small and black.
Receptionist: I see. Any other details?
Makoto: Yes. It's a Minolta.
Receptionist: OK. I'll just check if it's here.

要 旨

本稿では、疑問文および間接疑問文における従属節を取り上げ、日本語と英語の疑問文の型を比較し、いくつかの類似点と相違点について考察する。特に、鹿児島純心女子短期大学の1年生に見られる問題点を明らかにすることに焦点を置き、その問題にどのように対処すべきか模索する。