

2 You're Marc Delon, Aren't You?

Tag Questions

Target patterns: Forming tag questions
Tag questions as real questions
Tag questions for emphasis

Communication skills: Asking for confirmation
Expressing anger

Language sets: Personal information

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Warm Up

Checking Information

Ask individual students questions with question tags such as “*You are from Shanghai, aren't you?*” or “*You can drive, can't you?*” When you are sure the answer is “Yes,” use falling intonation at the end of your question. When you are not sure, make it clear with your facial expression or gestures, and use rising intonation at the end of your question. The students then do the activity in pairs or groups, asking questions in turn. Encourage them to ask questions quickly and just use the first question that comes to mind.

You Live on Bay Street, Don't You?

The students can listen to the dialog, read it, or do both.

Anticipation questions

What did he do on July 25th?
How fast did he drive home?

Follow-up questions

He lives on Bay Street, doesn't he?
You live in an apartment, don't you?

He drove home at ninety miles per hour, didn't he?
You went home after midnight last night, didn't you?

Comprehension – personalization

T: *He's George Washington, isn't he?*
S1: *No! He's Marc Delon.*
You're Donald Duck, aren't you?
S2: *No. I'm . . .*

You're . . . , aren't you?

S3: . . .
Continue in a chain.

T: *He lives in the park, doesn't he?*

S4: *No! He lives on Bay Street.*
You live under the sea, don't you?

S5: *No! I live . . .*
You live . . . , don't you?

S6: . . .
Continue in a chain.

T: *He went to New York on July 25th, didn't he?*

S7: *No! I went . . .*

T: *You . . . on . . . , didn't you?*

S8: *No! I . . .*
You . . . on . . . , didn't you?

S9: . . .
Continue in a chain.

Personalization

One student asks another student about his/her friends using tag questions. For example: “*You have a good friend in Hawaii, don't you?*” “*You have a friend who used to live in France, don't you?*”

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Warm Up

Scolding

Scold students playfully about real or imaginary things they have done wrong. You can use realistic examples such as “*You were late today, weren't you?*” or absurd examples such as “*You robbed a bank yesterday, didn't you?*” The students either accept or deny the criticism. The students then do the activity in pairs or groups, taking turns to scold each other.

You Weren't Wearing a Seat Belt, Were You!

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why didn't he stop at the traffic signal?

How much will he have to pay?

Follow-up questions

He wasn't wearing a seat belt, was he?

You weren't wearing socks yesterday, were you?

He'll have to pay \$2,000, won't he?

You'll have to pay a lot of bills this month, won't you?

Comprehension – personalization

T: *He didn't stop at the traffic signal, did he?*

S1: *No, he didn't.*

You didn't (do your homework) did you!

S2: *Yes, I did! / No, I didn't.*

You didn't (shave this morning), did you!

S3: *Yes, I did! / No, I didn't.*

You didn't . . .

S4: . . .

Continue in a chain.

T: *He's never been to court before, has he?*

S5: *No, this is his first time.*

You've never (been to Los Angeles), have you?

S6: *Yes, I have! / No, I haven't.*

You've never . . .

S7: . . .

Continue in a chain.

Personalization

One student thinks of a historical figure he/she is interested in. Another student uses tag questions to ask about the historical figure. For example, "He was born in Italy, wasn't he?" "He discovered America, didn't he?"

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Language Builder

The students look at the sentences and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

You don't eat enough, do you?

You have too free time, don't you?

You didn't prepare your lesson, did you?

Controlled Practice

She's Late

The students make sentences about each picture.

Sample answers

(The students may come up with good alternative answers.)

2. *She got up late, didn't she?*

3. *She missed the bus, didn't she?*

4. *She can't drive, can she?*

5. *She'll have to take a taxi, won't she?*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

You haven't contacted me, have you?

You can't swim, can you?

You like Manchester United, don't you?

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Warm Up Interrogating

Play the role of a detective and interrogate one or more of the students. Encourage the students to argue with you. The students then do the activity in pairs or groups. Encourage them to use humor.

You Didn't Call Me, Did You?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Why did the princess kiss the frog?

What is the princess going to become?

Follow-up questions

What did the princess wish she could do?

What do you wish you could do?

What did the princess hope the frog will become?

What does the frog hope the princess can do?

What do you hope will happen?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

A is a famous person or historical figure. B is an

interviewer and interviews B. They can have access to the Internet or reference books.

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Communication Activities

A. Don't Say "Yes" or "No"

A group of students try to make one student answer "Yes" or "No." The student must avoid answering "Yes" or "No" for an agreed amount of time.

B. Alibis

The class decides on details of a crime. Two students leave the room and agree on their alibi. They return to the room one at a time, and the students interrogate them using tag questions. The two lose points for every difference in their stories (or every difference could mean one year in prison).

C. Smugglers

This activity can be done as a class or in groups.

1. One or more students are customs officers, and the others are smugglers. The smugglers are dealt out about two cards each. These cards represent suitcases.
2. As a smuggler takes a suitcase through customs, the customs officer either lets the suitcase through unchallenged or challenges the smuggler to open the suitcase, using a tag question (e.g. "You have gold in this suitcase, don't you?").
3. The customs officer gets the points on the card if the suitcase that he/she has challenged contains contraband of any kind, and double points if he/she guessed the right kind of contraband. The smuggler loses the same amount of points.
4. The customs officer loses the points (and the smuggler gains them) for any suitcase with contraband which gets through.
5. If a customs officer looks at a card which has no contraband, he/she loses (and the smuggler gains) ten points.

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Review Exercises

It is best if the students first write their answers

individually. They can then do the exercises in pairs, in groups, or as a class.

Sample answers

Tag Questions

He's a lawyer, isn't he?
She's playing the piano, isn't she?
You play baseball, don't you?
You didn't see her, did you?
She's been to Canada, hasn't she?
He'll be late, won't he?
He won't like it, will he?
I'm your friend, aren't I?

Puzzle sentences

I used to have a lot of spare time.
You didn't use to stay out so late.
My pants used to fall down.
We used to spend more time together.
He used to study hard on Sunday, but now he usually goes to the beach.

You

He sailed around the world, didn't he?
He was president of America, wasn't he?
He was Emperor of France, wasn't he?
He discovered the law of Gravity, didn't he?
He wrote Romeo and Juliet, didn't he?

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.