

AIM

To do a matching task to practise identifying and using question tags asking for agreement

LANGUAGE

Question tags

Intonation practice

SKILLS

Reading and Speaking

MATERIALS

One copy of the worksheet for each pair

HOW TO CUSTOMIZE

You can change this worksheet on computer or by hand, using the customizable version.

Here are some ideas:

- Replace the first part of the questions in the first column, and the answers in the third column with people and scenarios that are familiar to your students.

Pre-activity (5 minutes)

- Explain that students are going to do a matching activity to practise question tags.
- Pre-teach/check any vocabulary from the worksheet, e.g. *primary school, inherited, full-time, part-time job, well-behaved*.
- Draw three boxes on the board. In the first box, write: *She is a hotel receptionist*, and in the third box, write: *Yes, she is. She works at the Hilton.*
- Elicit the question tag *isn't she?* and write it in the second box.

She is a hotel receptionist,

isn't she?

Yes, she is. She works at the Hilton.

- Ask students if the intonation goes up or down at the end of these question tags, and draw a line to show the falling intonation above '*isn't she?*' Check that students understand that falling intonation means that the speaker wants the other person to agree with him/her.

Procedure (20 minutes)

- Explain that students are going to make mini dialogues similar to the example on the board.
- Tell students that you will give them three sets of cards – a set of question openings, question tags, and reply cards. Explain that they will need to match them up correctly.
- Divide students into pairs. Give each pair the three sets of cards, cut up.
- Students make twelve mini dialogues with each one laid out clearly in front of them. Go around the class checking and monitoring.
- When most pairs are finished, go through the answers with the class. Ask pairs of students to read the mini dialogues aloud to check their answers. Focus on falling intonation in the questions tags, if necessary.
- Ask students to turn over the question tag cards so they can't see them. In pairs, practise the mini dialogues again still using the appropriate question tag.

Extension (5 minutes)

- In pairs, students practise the mini dialogues again, using the correct question tag and answering the questions with their own ideas.
- Invite pairs to take turns performing their dialogues to the class.
- Ask students to make their own questions and answers using the question tags provided.