Section 22  spoken grammar

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The cartoons and quotations are just intended as introductory illustrations of the structures dealt with in the Section. There is no need for any exercises.

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language notes
Students are likely to find question tags complicated because the equivalent in other languages is often a single word, for instance the equivalent of ‘No?’.
This is an area where intonation practice is valuable – the function of a question tag depends on whether the voice rises or falls. The CD-ROM should help with this.

possible further activities

Asking and confirming  Give students a list of questions about Britain, the United States, or some other country that they haven’t been to. Their job is to ask the questions with question tags, using a falling intonation if they are sure of the answer, and a rising intonation if they aren’t.
[Is Scotland a part of England?] ‘Scotland is a part of England, isn’t it?’ [rising intonation] ‘No, it isn’t.’
[Is Boston in the east?] ‘Boston is in the east, isn’t it?’ [falling intonation] ‘Yes, that’s right.’

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language notes
It’s important for students to realise that one-word answers (‘Yes’ or ‘No’) may not be considered polite, so that these ‘short answer’ structures are important in conversation.

possible further activities

More personalisation  Get students to make lists of yes/no questions to ask each other (say, five each). Then they ask and answer their questions, using short answers in their replies.
Or it can be done as a class survey, with students each asking all the others one question, noting the number of affirmative and negative answers, and reporting back.

Agreeing and disagreeing  Say some things that students can agree or disagree with (e.g. ‘It’s Tuesday’ ‘You’re German’ ‘You like swimming’ ‘You can speak Greek’). Students reply as in Exercise 3.

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language notes
This is another structure that students often find confusing – a reply question may suggest to them that the speaker didn’t understand, or doesn’t believe them:
‘I’ve just been to London.’ ‘Have you?’ * ‘Yes, I just told you!’

possible further activities

Extending Exercise 3  Say some things about yourself (true or not). Students respond with reply questions and appropriate expressions.
‘I’ve just won a million dollars in a lottery.’ ‘Have you? Great!’

→ Section 22 continues
language notes

Students don’t need to produce structures like those in the last part of the lesson, but it’s good for them to be aware of their existence, so that they are not confused if they meet examples.

possible further activities

What came before? Extending Exercise 1 Give students the ends of some sentences or exchanges using auxiliary verbs, and ask them to write possible beginnings.
   but I didn’t. ‘You said I would get lost, but I didn’t.’
   I have. ‘Please phone Andy.’
Possible endings:
   It is. but it isn’t. I do. I can’t. but I couldn’t. but I am. but I was. and I will.
   Of course I will.

Personalisation: extending Exercise 2 Get students to write one or more completions for each of the following sentences:
   I’ve never …, but I’d like to.
   I’ve never …, and I don’t want to.

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language notes

This is another complex set of structures which may have simpler equivalents in students’ languages (perhaps the equivalent of ‘I also’ etc).

possible further activities

Extending Exercise 4 Get students to produce their own version of the table in Exercise 4 for the class, and to write as many sentences as they can based on it, using the structures from the lesson.