Small talk

1 Read the following dialogue which takes place at a party. The question tags in italics are all incorrect. Correct each one.

Rob: Hi there, I've met you before, (1) hasn't I?
Sue: No, I don't think so.
Rob: But your name's Sarah, (2) aren't i?
Sue: No, it's Sue! Anyway, this is a really lively party. There's a great atmosphere, (3) doesn't there?
Rob: Yes, definitely. The hosts know how to host a party, (4) doesn't they?
Sue: Oh yes. Pete and Anna have always loved having parties, (5) hasn't they?
Rob: Yes, and at this dull time of year, it's great to have a party, (6) hasn't it?
Sue: Yes... Mind you, you should be able to have a good party at any time of the year, (7) should you?
Rob: As long as you invite the right people. It wouldn't work with the wrong people, (8) wouldn't it?

2 Work with a partner. Imagine you are at a work social function. You are talking to a colleague. Write a small talk dialogue using question tags and the cues in the box below.

<table>
<thead>
<tr>
<th>Food</th>
<th>weather</th>
<th>venue of the party</th>
<th>people at the party</th>
</tr>
</thead>
</table>

Speaker 1: __________________________________________

Speaker 2: __________________________________________

Speaker 1: __________________________________________

Speaker 2: __________________________________________

Speaker 1: __________________________________________

Speaker 2: __________________________________________

Speaker 1: __________________________________________

Speaker 2: __________________________________________
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TEACHER’S NOTES:

Aim: to provide further practice of question tags and the can do statement; making small talk at parties. This worksheet is designed to be used in conjunction with unit 4.1.

Time: 40 minutes

Materials: copies of worksheets for the students

1. Tell students to imagine they are a teacher who has to correct the question tags. Give students time to compare their answers and correct each other’s work if necessary before checking the answers with the class.

   **Answers:** 1 haven’t I? 2 isn’t it? 3 isn’t there? 4 don’t they? 5 haven’t they? 6 isn’t it? 7 shouldn’t you? 8 would it?

2. Students have freer practice of both question tags and making small talk. They decide on a couple of topics to base their dialogue around (they can use the ideas provided if they want to), and write the dialogue in the space provided using question tags. Monitor as they work to check that question tags are correct.

   Ask students to perform their dialogues to the rest of the class and encourage the students to give feedback.