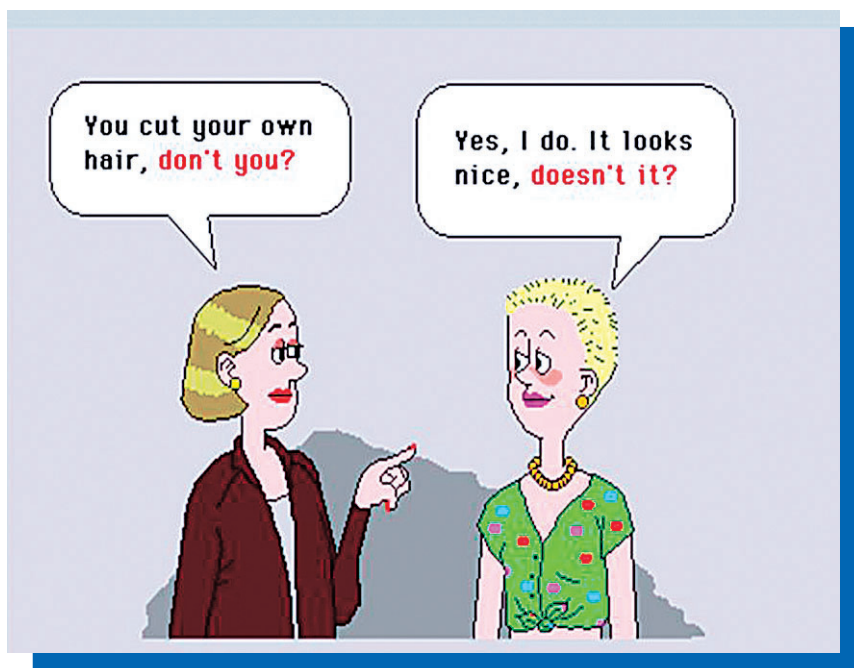


# Handout 3

## TAG QUESTIONS YOU WANT TO ENJOY YOUR ENGLISH CLASS, DON'T YOU?



### Indicadores de logros

- ✓ Identifica la secuencia correcta en la formulación de preguntas específicas, utilizando los tiempos vistos y los verbos auxiliares.
- ✓ Asigna los diferentes roles y compromisos del equipo. (TRABAJO EN EQUIPO)
- ✓ Propone y aplica alternativas para potenciar el trabajo en su grupo de compañeros.
- ✓ Evalúa los logros obtenidos.
- ✓ Comparte la información y la experiencia con los demás.
- ✓ Cooperar con los otros, para lograr los resultados del equipo, sin la mediación de compromisos particulares o personales.



## MAKE BEAUTIFUL MUSIC TOGETHER

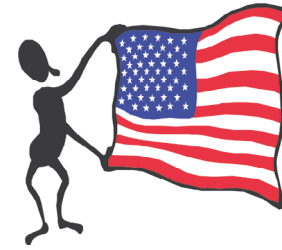
I work with my team work, and we try to remember how to write sentences in English, I write the exercise on my notebook.



Let's imagine...

A new student has come to our school, he is from Kansas USA. We want to talk with him. We write down the questions that we would ask him. We take into account the following topics:

- Name
- Age
- Favorite hobbies
- Favorite food
- Kansas
- Colombia
- Old friends
- New friends



We are going to show him some interesting aspects about our culture: Each one is going to talk about a different topic. So every one chooses his/her issue and tries to do a short presentation about that. We can take into account: Food, music, hobbies, religion, education, and tourism.

De manera ordenada el monitor de Inglés asigna quienes serán los que hablen sobre los diferentes tópicos y quien realizará el rol del nuevo estudiante. Si todos nos ponemos de acuerdo para dividir el trabajo y lo hacemos con responsabilidad y compromiso, nuestro trabajo será mejor.

Con la participación de todos, demostramos que estamos en capacidad de asignar y asumir los compromisos del equipo de trabajo.



Don't forget your dictionary, it's very useful in any moment. Remember it's your friend in this class!!





## LET'S LEARN

I write down the charts about grammar tenses on my notebook. They are at the end of this handout.

### Tag Question

Voy a aprender cómo hacer una conversación sin que parezca un interrogatorio, como el que realizamos al comienzo de la guía.

❖ **Work in pairs: read the following conversation:**

Mario: -Welcome to Colombia

Peter: -Thanks. I'm happy to be here.

Mario: -You like our country, don't you?

Peter: -Yes, I like it.

Mario: -What are your favorite hobbies?

Peter: -I like to ride a bike, to watch movies. Science fiction movies!!!

Mario: -Oh yes, me too.

Peter: -**You watched Matrix, didn't you?**

Mario: -Oh yes, it's fantastic!

This weekend we are going to watch movies at home, do you want to come?

Peter: -Yes of course thanks, it's terrific<sup>2</sup>

Mario: -**You won't forget the invitation, will you?**

Peter: -No I won't.

Mario: -O.K. I will see you soon.

Peter: -Yes, I'll see you there.



### Pay Attention:

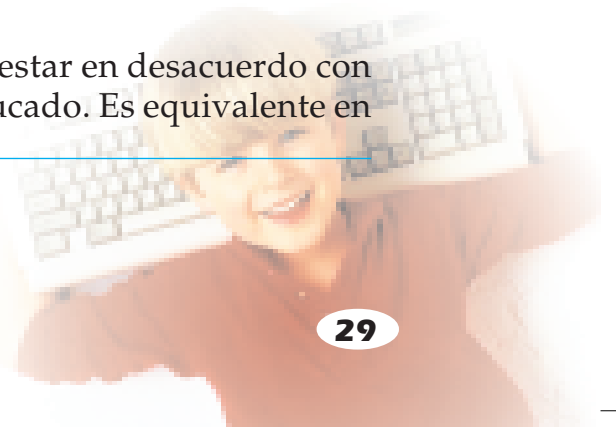
Observa cuidadosamente las líneas subrayadas. Hay una oración seguida por una pregunta corta. Esta estructura es llamada TAG QUESTION

Mario: - You like our country, don't you?

Peter: -Yes, I like it, very much

Usas el TAG QUESTION cuando quieres confirmar o estar en desacuerdo con lo que están diciendo, o cuando quieres sonar más educado. Es equivalente en

<sup>2</sup>. Magnífico, excelente.



Español, a las preguntas: **¿es verdad?, ¿no es verdad?** En el anterior ejemplo Mario esperaba que la respuesta fuera afirmativa.

Let's see another example

You won't forget the invitation, will you?

En este ejemplo Mario espera que la respuesta fuera negativa.

No, I won't.

### Some examples:

They are good soccer players, aren't they?

Affirmative idea (+)

Negative tag question (-)

Yes, they are.

Affirmative answer

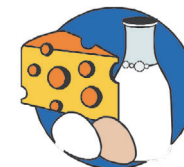


You don't like the milk, do you?

Negative idea (-) Affirmative tag question (+)

No, I don't

Negative answer



**Tag question:** se forma con los auxiliares correspondientes al tiempo gramatical en que se encuentra la idea principal. Algunos ejemplos.

Simple present: You dance very well, don't you? (aux: do/does)

The cat doesn't like ice cream, does it?

Simple past: My father worked yesterday, didn't he? (aux: did)

Maria didn't work yesterday, did she?

Simple future: Jaime will travel to Panama, won't he? (aux: will)

They will not study in England, will they?



## LET'S PRACTICE

We are going to agree to carry out the next exercise: when we work in group it is very important to know how each member of the group is going to improve her or his work.

Vamos a ponernos de acuerdo para realizar el próximo ejercicio: cuando trabajamos en grupo es muy importante saber qué aportes y propuestas puede realizar cada miembro para que el trabajo sea más productivo

Let's work together:

We divide the work into three parts: one pair works in the first activity, the other pair makes the second activity and the last pair complete the exercise.

**Es importante tener en cuenta las propuestas de cada uno de los miembros de un equipo, de esta manera potenciamos y mejoramos nuestro trabajo grupal.**

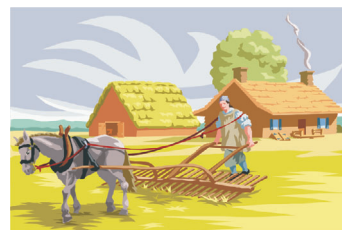
1. We read again the questions that we prepared for our new friend. We re-write these sentences in a correct way, using the grammar tenses chart that you can find it in section B.
2. I write down on my notebook the next sentences and I analyze them as the following example:



**Those boys are students, aren't they?**

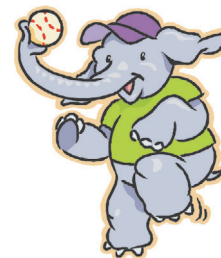
Affirmative idea                      Negative tag question (simple present)

- You were good student, weren't you?
- Natalie won't travel to Venezuela, will she?
- You love me, don't you?
- The coffee is our first economic product. Isn't it?
- Julian is feeding the hens, isn't he?
- The farmers get up at 5:00 every day, don't they?
- Peter is going to watch a science fiction movie, isn't he?
- He will study for the test, won't he?



3. Now is my turn: I complete the idea with the correct tag question on my notebook

- The elephant lives in the jungle, \_\_\_\_\_
- You are a good student, \_\_\_\_\_
- Maria doesn't like the fish, \_\_\_\_\_
- You wrote a poem, \_\_\_\_\_
- You will come to my party, \_\_\_\_\_



4. Each pair is going to create a new dialogue, using TAG QUESTION

**Team work:**

First, all of us are going to review the work that make each pair. We make the necessary corrections to present a good activity.





Después de realizar cualquier actividad, debemos evaluar los logros obtenidos con el fin de mejorar constantemente tanto en lo académico como en lo laboral y lo personal.

### Autoevaluemos

Con mis compañeros de subgrupo escribimos una carta y realizamos varias copias y las enviamos a los diferentes subgrupos. La carta debe contener los nombres de los miembros del subgrupo y las conclusiones sobre los beneficios y la importancia que reporta el hecho de trabajar en equipo, como lo hicimos en las actividades anteriores.

Las cartas que recibimos las archivamos en cada uno de nuestros portafolios.



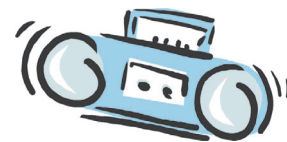
Don't forget to call your teacher and show him/her your activities



### LET'S VERIFY OUR KNOWLEDGE

Debemos ayudarnos mutuamente con el fin de que los resultados de nuestro trabajo sean positivos; debemos colaborar con nuestro equipo, sin que los demás nos lo tengan que decir

- ❖ I must have my own cassette in the English class, to record the oral practices and I can record the songs that we have learnt in class, too.
- ❖ I go to the CRA and I use the stereo set in order to listen to the dialogue between Mario and Peter, I Listen it twice with my partner, we try to pronounce it, in the same way. After that, we record the dialogue in my tape and we share our experience with the other members of the group and with the teacher, too.



- ❖ I record the dialogue that we created on my cassette, and we listen it whit my team work

**Cuando compartimos nuestras experiencias con los demás aprendemos y ayudamos a otros a mejorar**

- ❖ First, I write down the unknown words, next I look for their meaning and finally I add them in my portafolio.
- ❖ I use the software English Discoveries and I make the exercise in the Basic two. (Practice and test)



**Let's reflect and learn**

Evaluaré, lo que aprendí del tema **TAG QUESTION** a través del **ENGLISH DISCOVERIES**.

I will evaluate myself about **TAG QUESTION** through **ENGLISH DISCOVERIES**

Let's do it

We read the following reflection and we make the activities on our notebook.

Next, we write the final conclusion about the activity

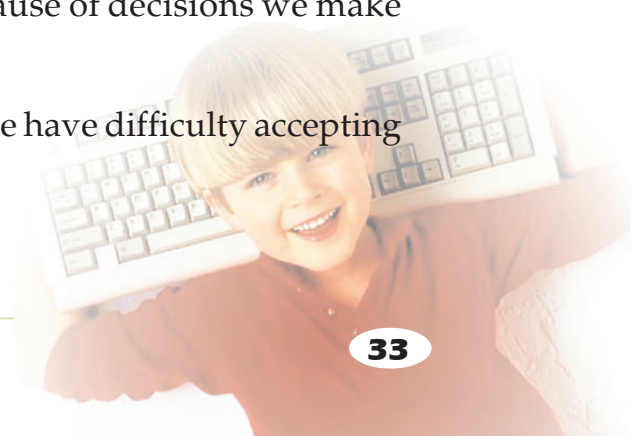
Now as in the future you are going to work in group, in a factory or you will be the boss of your own bussines, and you need to have a good relationship with your partners or co-workers; this activity is for your present and your future.

**Ahora como en el futuro tú vas a trabajar en un grupo, en una fábrica o serás el jefe de tu propio negocio, y necesitarás tener buenas relaciones con tus compañeros de trabajo; esta actividad es para tu presente y tu futuro**

**Accepting One Another**

Sometimes we don't accept people into a group because of decisions we make about them before to get Know them.

Below, there are some characteristics that some people have difficulty accepting in other people.



Circle the characteristics you have the most difficulty accepting in other people.

Age: the very young, the elderly.

Skin color: White, black, brown, etc.

Appearance: Homely, overweight, etc.

Handicapped: Crippled, blind, deaf, etc.

Financial status: The very poor, the very rich.

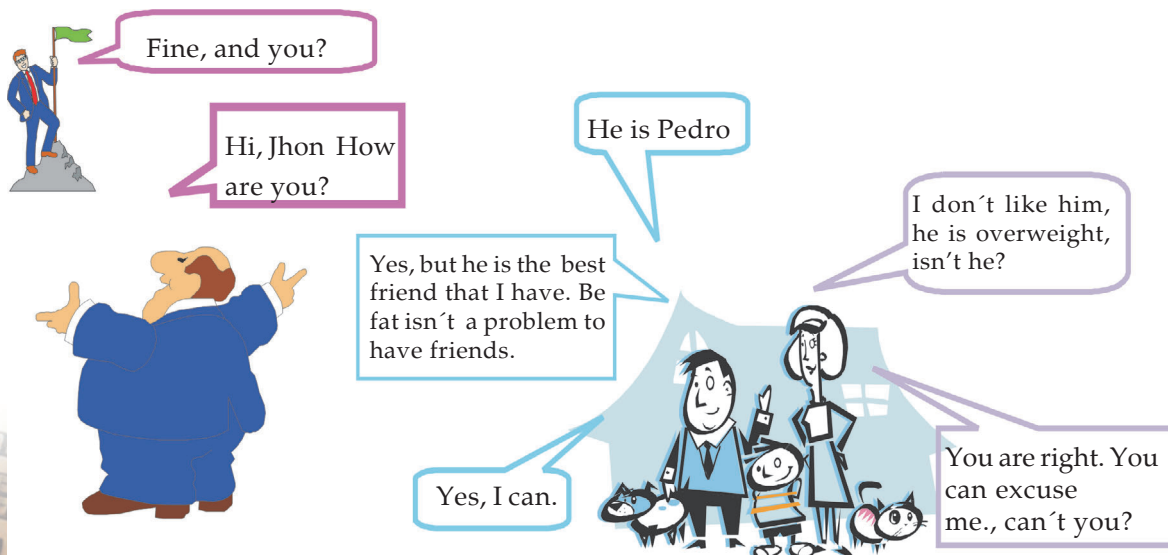


Others: \_\_\_\_\_

### Your turn

Por parejas creamos una situación donde se presente alguna discriminación, la ilustramos con dibujos animados tomados del periódico o los podemos dibujar; tenemos en cuenta la estructura del TAG question para realizar el diálogo; seguimos el ejemplo. Incluimos este trabajo en el portafolio de cualquiera de los integrantes.

Compartimos las situaciones que creamos con nuestros compañeros de subgrupo, nos ayudamos mutuamente en la corrección de errores.







Don't forget: call your teacher and show him/her your activities

Si trabajamos en equipo, mejoramos la planeación, ejecución y evaluación de procesos planteados por el grupo.

Anímate a participar activamente dentro del trabajo en equipo, recuerda que la familia, el colegio, la comunidad y el país son un mismo equipo que requieren de tu colaboración y compromiso para salir adelante.



## SIMPLE PRESENT

### AFFIRMATIVE STATEMENTS

SUBJECT	VERB	COMPLEMENT
I YOU	TRAVEL	NOW
HE SHE IT	TRAVELS	
WE YOU THEY	TRAVEL	

### NEGATIVE STATEMENTS

SUBJECT	NEGATIVE	VERB
I	DON'T	TRAVEL
SHE	DOESN'T	
THEY	DON'T	

### YES / NO QUESTIONS

### SHORT ANSWERS

AUXILIAR	SUBJECT	VERB	AFFIRMATIVE	NEGATIVE
DO	YOU	TRAVEL?	YES, I DO	NO, I DON'T
DOES	SHE		YES, SHE DOES	NO, SHE DOESN'T
DO	THEY		YES, THEY DO	NO, THEY DON'T

### WH - QUESTIONS

WH -	DO/DOES	SUBJECT	VERB
WHERE	DO	YOU	TRAVEL?
WHERE	DOES	SHE	
WHERE	DO	THEY	

## SIMPLE PAST TENSE: REGULAR AND IRREGULAR VERBS

### AFFIRMATIVE STATEMENTS

SUBJECT	PAST VERB	COMPLEMENT
I YOU HE SHE IT WE YOU THEY	TRAVELED MOVED CAME* LEFT*	IN 1664

### NEGATIVE STATEMENTS

SUBJECT	DIDN'T	PAST VERB	COMPLEMENT
I YOU HE SHE IT WE YOU THEY	DIDN'T	TRAVEL MOVE COME LEAVE	IN 1664

\* PAST OF IRREGULAR VERBS

### YES/NO QUESTIONS

### SHORT ANSWERS

DID	SUBJECT	VERB	AFFIRMATIVE	NEGATIVE
DID	HE YOU THEY	TRAVEL?	YES, HE DID YES, I DID YES, THEY DID	NO, HE DIDN'T NO, YOU DIDN'T NO, THEY DIDN'T

### WH QUESTIONS

WH	DID	SUBJECT	VERB
WHERE	DID	HE YOU THEY	MOVE? TRAVEL? COME?

## PRESENT PROGRESSIVE

### AFFIRMATIVE STATEMENTS

SUBJECT	TO BE	VERB + ING	COMPLEMENT
I	AM	TRAVELING	NOW
YOU	ARE		
HE SHE IT	IS		
WE YOU THEY	ARE		

### NEGATIVE STATEMENTS

SUBJECT	TO BE NOT	VERB + ING	COMPLEMENT
I	AM NOT	TRAVELING	NOW
YOU	AREN'T		
HE SHE IT	ISN'T		
WE YOU THEY	AREN'T		

### YES / NO QUESTIONS

TO BE	SUBJECT	VERB + ING	COMPLEMENT
ARE	YOU	TRAVELING	NOW?
IS	SHE	READING	RIGHT NOW?

### SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
YES, I AM	NO, I AM NOT
YES, SHE IS	NO, SHE ISN'T

### WH - QUESTIONS

WH -	DO/DOES	SUBJECT	VERB
WHERE	ARE	YOU	READING?
WHEN	IS	SHE	TRAVEL?

## PAST PROGRESSIVE:

### AFFIRMATIVE STATEMENTS

SUBJECT	TO BE	VERB + ING	COMPLEMENT
I YOU	WAS WERE	TRAVELING	LAST NIGHT?
HE SHE IT	WAS		
WE YOU THEY	WERE		

### NEGATIVE STATEMENTS

SUBJECT	TO BE NOT	VERB + ING	COMPLEMENT
I YOU	WASN'T WEREN'T	TRAVELING	LAST NIGHT?
HE SHE IT	WASN'T		
WE YOU THEY	WEREN'T		

### YES/NO QUESTIONS

TO BE	SUBJECT	VERB + ING	COMPLEMENT
WERE	YOU	TRAVELING	LAST NIGHT?
WAS	SHE	READING	RIGHT NOW?

### SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
YES, I WAS	NO, I WASN'T
YES, SHE WAS	NO, SHE WASN'T

### WH QUESTIONS

WH	TO BE	SUBJECT	VERB
WHERE	WERE	YOU	READING?
WHEN	WAS	SHE	TRAVELING?



## WILL FOR FUTURE

### AFFIRMATIVE STATEMENTS

SUBJECT	WILL	VERB	COMPLEMENT
I YOU HE SHE IT WE YOU THEY	WILL	TRAVEL	SOON

### NEGATIVE STATEMENTS

SUBJECT	WON'T	VERB	COMPLEMENT
I YOU HE SHE IT WE YOU THEY	WON'T	TRAVEL	SOON

### YES / NO QUESTIONS

WILL	SUBJECT	VERB	COMPLEMENT
WILL	YOU	TRAVEL	SOON?
WILL	SHE	READ	A BOOK?

### SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
YES, I WILL	NO, I WON'T
YES, SHE WILL	NO, SHE WON'T

### WH - QUESTIONS

WH -	DO/DOES	SUBJECT	VERB
WHERE	WILL	YOU	TRAVEL?
WHEN	WILL	SHE	TRAVEL?

## BE GOING TO FOR FUTURE

### AFFIRMATIVE STATEMENTS

SUBJECT	TO BE	VERB + ING	COMPLEMENT
I	AM	GOING TO	TRAVEL
YOU	ARE		
HE SHE IT	IS		
WE YOU THEY	ARE		

### NEGATIVE STATEMENTS

SUBJECT	TO BE NOT	VERB + ING	COMPLEMENT
I	AM NOT	GOING TO	TRAVEL
YOU	AREN'T		
HE SHE IT	ISN'T		
WE YOU THEY	AREN'T		

### YES/NO QUESTIONS

TO BE	SUBJECT	GOING TO	VERB
ARE	YOU	GOING TO	TRAVEL?
IS	SHE	GOING TO	READ?

### SHORT ANSWERS

AFFIRMATIVE	NEGATIVE
YES, I AM	NO, I AM NOT
YES, SHE IS	NO, SHE ISN'T

### WH QUESTIONS

WH	SUBJECT	TOBE	GOING TO	VERB
WHERE	YOU	ARE	GOING TO	TRAVEL?
WHEN	SHE	IS	GOING TO	READ?

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## ESTUDIO Y ADAPTACIÓN DE LA GUÍA





