

QUESTION TAGS: IDENTIFICATION OF POSITIVE TAGS

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Subject

English

Prepared By

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Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Learning the Questions Tags
2. Identification of Positive Question Tag

Objectives

- Students should be able to;
- Learn question tags
 - Identify and answer Positive Question Tags Correctly.

Activity Starter/Instruction

1. Tell students that today you will be talking about Question Tags
2. Tell students that today you will be talking Positive Question Tags.
3. Tell students that today they will understand the rules in Question Tags

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Tell the students that for a Positive Tags, the main part of the sentence is positive, and then the question tag is negative.
2. An example is: He's a doctor, isn't he?
You work in a bank, don't you?
3. Tell the students that Question tags can either be 'real' questions where you want to know the answer or simply asking for agreement when we already know the answer.
4. Tell the students that the intonation in

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Tell the students that Tag questions (or question tags) turn a statement into a question.
2. Tell the students that they are often used for checking information that we think we know is true
3. Tell the students that Tag questions are made using an auxiliary verb
4. For instance: **be** or **have**) and a subject pronoun (for example: **I, you, she**).
5. Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')
6. Tell the students that usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**.
For example: its cold (positive), isn't it (negative)?

Materials Required

- Course Book
- Board
- Marker
- Worksheet

Additional Resources

- <https://www.dailystep.com/en/blog/positive>
- <https://www.eslbase.com/grammar/tag-que>
- <https://www.grammarbank.com/question-ta>
- <https://www.weblearneng.com/tag-question>
- <https://study.com/academy/lesson/question>

Additional Notes

Teacher Guide

Day 3/Lesson 3: 20mins

Write the following Negative sentences, with positive tags on a chart and Practice with the students

1. I am not surprised, am I?
Tim and Ted aren't rich, are they?
2. They weren't at the movie

theater, were they?

3. That isn't Ben, is it?

4. You are not a policeman, are you?

5. We aren't lucky, are we?

6. Amanda isn't at home, is she?

7. They are not with us, are they?

Summary

- Encourage students to practice more question tags in their conversations.

questions tags matters.

5. Tell the students that if the question tag is a real question we use rising intonation. Our tone of voice rises.

6. Tell the students that if we already know the answer we use falling intonation. Our tone of voice falls.

Assessment Activity

1. Give the students a series of questions tag to answer

It isn't cold (negative), is it (positive)?

Guided Practice

Day 4/ Lesson 4: 20mins

1. Tell the students that for the forms, we use auxiliary verb + subject

2. We use the same auxiliary verb in the tag as in the main sentence. If there is no auxiliary verb in the main sentence, we use *do* in the tag.

3. Tell the students that if the auxiliary verb in the sentence is negative, the tag is affirmative. For instance: You're not Spanish, **are you?**

4. Tell the students that the we use tag questions to confirm or check information or ask for agreement. **For instance:** You don't know where the boss is, **do you?**

This meal is horrible, **isn't it?**

That film was fantastic, **wasn't it?**

5. We use tag questions to check whether something is true. For Instance: You won't go without me, **will you?**

Summary		
1.		