

# QUESTION TAGS: NEGATIVE TAGS

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

3

## Overview

This lesson plan covers teaching content for;

1. Understanding the concept of Questions Tag
2. Giving answers to Positive questions tag correctly

## Objectives

Students should be able to;

- Understand the concepts of question tags
- Answer Negative 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 Negative 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 Negative tags, the main part of the sentence is negative, and then the question tag is Positive.
2. An example is: You haven't met him, have you?  
She isn't coming, is she?
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 questions tags matters.

## Teacher Guide

### Day 3/Lesson 3: 15mins

1. Tell students that there are rules in questions tag
2. Tell the students that the first is using the non-contracted form by copying the operator of the given statement and changing it to negative if it is positive or to positive if it is negative.

## Teacher Guide

### Day 1/ Lesson 1: 20 Mins

1. Tell the students that a question Tag is a short question which we add to a statement, to elicit a confirming response from the hearer.
2. Tell the students that a question Tag is one in which an imperative sentence or a declarative sentence is changed into a question with an interrogative tag.
3. Tell the students that a question Tag is a distinct structure in English.
4. Tell the students that it is a statement followed by a mini-question.
5. Tell the students that the Question Tag can also be called a Tail question.
6. Tell the students that we use a question Tag to turn a statement into a question.
7. Tell the students that we use it mostly in spoken form rather than in formal or written discourse.

## Materials Required

- Course Book
- Board
- Marker
- Worksheet

## Additional Resources

- <https://www.myenglishpages.com/blog/question-tags>
- <http://int.search.myway.com/search/GGmail/64A1BE689B79&n=78587029&cn=NG&ln=erf-11c4-4068-a8f1-162741cad238&searchfor=>
- <https://philnews.ph/2019/06/13/tag-questions/>
- <https://educators.brainpop.com/lesson-plan/question-tags/>
- <https://www.englishlessonplanner.com/question-tags/>

## Additional Notes

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- For example: You have arrived, haven't you?
3. Tell the students that the second rule is the absence of an operator, that is, an auxiliary verb, by using the positive or negative form of the primary or non-modal auxiliary verb 'do'. For examples: The dog likes to bark always, doesn't it?
  4. Tell the students that the third rule is if the subject of the statement is a personal pronoun, we copy and place it after the operator in the tag question. For instance: We have not met before, have we?
  5. Tell the students that the fourth rule is that If the subject of the statement is not a personal pronoun, we use a personal pronoun which matches its referent (in number, person, case and gender) to replace it in the tag question. For example: The meeting won't take long, will it?
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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. Practice more sentences with the students

### Assessment Activity

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

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### Guided Practice

#### Day 4/ Lesson 4: 20mins

1. Tell the students that with auxiliary verbs the question tag uses the same verb as the main part of the sentence.
2. Tell the students if it is an auxiliary verb ('have', 'be') then the question tag is made with the auxiliary verb.
3. For example: They've gone away for a few days, haven't they?  
He had met him before, hadn't he?
4. Tell the students that without auxiliary verbs, If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of 'do'
5. For example: I said that, didn't I?  
You don't recognise me, do you?

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### Summary

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

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