

QUESTION TAGS: POSITIVE 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. Answering Positive questions tag correctly

Objectives

Students should be able to;

- Understand the concepts of question tags
- 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 questions tags matters.
5. Tell the students that if the question tag is

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Surprise your students by producing some statements about their lives.
2. Make sure your intonation is falling as we are just checking something we already know.
3. After the students replies, tell the students the correct replies if they missed it.
4. Tell the students that what you have just done is called Questions Tags in English Language.
5. Tell the students that question tags are the short questions that we put on the end of sentences – particularly in spoken English. Tell the students that a question Tag is a distinct structure in English.
6. Tell the students that it is a statement followed by a mini-question.
7. Tell the students that we use a question Tag to turn a statement into a question.
8. Tell the students that we use it mostly in spoken form rather than in formal or written

Materials Required

- Course Book
- Board
- Marker
- Worksheet

Additional Resources

- <https://www.myenglishpages.com/blog/question-tags>
- <http://int.search.myway.com/search/GGmail64A1BE689B79&n=78587029&cn=NG&ln=erf-11c4-4068-a8f1-162741cad238&searchfor=>
- <https://philnews.ph/2019/06/13/tag-questic>
- <https://educators.brainpop.com/lesson-plan>
- <https://www.englishlessonplanner.com/plan>

Additional Notes

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.

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?

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

discourse.

9. Tell the students that there are two types of Question Tags in English Language, the Positive Question Tag and The Negative Question Tags.

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?

Summary

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

Summary

1.
