

QUESTION TAGS: IDENTIFICATION

NEGATIVE TAGS

06.28.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

1. Learning Questions Tag
2. Giving answers to Positive questions tag correctly

Objectives

- Students should be able to;
- Understand the concepts of question tags
 - Give answers to 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.

Teacher Guide

Day 1/ Lesson 1: 20 Mins

1. Tell the students that a question tag is a question added at the end of a sentence.
2. Tell the students that speakers use question tags chiefly to make sure their information is correct or to seek argument.
3. Tell the students that Questions tags consist of a statement and a tag .
4. Tell the students that a negative tag is used with an affirmative statement whereas a positive tag is used with a negative statement.
5. 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 the Question Tag can also be called a Tail question.
8. Tell the students that we use a question Tag to turn a statement into a question.

Teacher Guide

Day 3/Lesson 3: 15mins

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

1. You are from Zaire, aren't you?

Materials Required

- Course Book
- Board
- Marker
- Worksheet

Additional Resources

- <https://www.perfect-english-grammar.com/>
- <https://www.theenglishisland.com/negative->
- <https://www.perfect-english-grammar.com/>
- <http://www.stgeorges.co.uk/blog/question-t>
- <https://www.google.com/url?sa=i&source=imXniz1C&ust=1561814088940415&ictx=3&u>

Additional Notes

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2. Angela is here, isn't she?
 3. Your father was at school, wasn't he?
 4. They were on holiday, weren't they?
 5. It was a super show, wasn't it?
 6. It is a big garden, isn't it?

Summary

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

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4. Tell the students that the intonation in 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.
- Practice more sentences with the students

Assessment Activity

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

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9. Tell the students that we use it mostly in spoken form rather than in formal or written discourse.

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. For instance: You live in Spain, **don't you?**
3. Tell the students that if the auxiliary verb in the sentence is affirmative, the tag is negative. For instance:
You're Spanish, **aren't you?**
4. Tell the students that we use tag questions to confirm or check information or ask for agreement. For instance:
You want to come with me, **don't you?**
You can swim, **can't you?**
5. We use tag questions to check whether something is true. For Instance: The meeting's tomorrow at 9am, **isn't it?**

Summary		
1.		