Lesson Plan - intonation: question tags

Level of class: S. 2
Class size: 30
Duration of class: 80 minutes
Theme: Lost and Found
Unit: Finding lost item

Prior knowledge
Organization of describing an occasion when an item was lost
Intonation rules: Falling tone for Wh- questions, rising tone for yes/no questions

Learning objectives
After the completion of the lesson, students should be able to:
1. Use and construct questions using question tags
2. Answer questions in response to question type accordingly
3. Pronounce the question tags in correct intonations (Rising tone for real question, falling tone for seeking agreement)
4. To make decision with supporting reasons

Language Focus
Interrogatives with question tags: Declarative clause + question tag
Intonation of interrogatives with question tags

Target learning skills
1. Asking and answering questions in a shared context
2. Speaking in appropriate intonations (rising tone, falling tone)
3. Listening and responding to other’s idea accordingly to contribute to decision making.
4. Writing and presenting a report to explain their decisions logically and critically.
### Teaching materials

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<td>Erasable marker</td>
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<td>Tablets</td>
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<td>Duration</td>
<td>Procedures</td>
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<tr>
<td>28 mins</td>
<td>Presentation Stage</td>
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<tr>
<td>3 mins</td>
<td><strong>Lead-in</strong>&lt;br&gt;1.) T begins the lesson by asking Ss if they have ever lost anything before.&lt;br&gt;2.) T tells students he/she has lost something. Then, T instructs Ss to ask her 20 questions (Wh-; Yes/No) in order to guess what she has lost. T monitors Ss’ questions and corrects errors.&lt;br&gt;3.) T reveals the lost item.&lt;br&gt;4.) T introduce a new context to Ss. “Today, we have a new role. Our school lost 3 projectors 2 days ago. We are police officers who are responsible for investigating this big case in the town and searching for the thief who stole the projectors.”</td>
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<tr>
<td>5 mins</td>
<td><strong>Reactivating Ss’ schema on the related language forms</strong>&lt;br&gt;1.) T distributes worksheet 1 and invites Ss to tell different types of questions (e.g. Open-ended and close-ended questions). “As investigators, we need to investigate the case and we will need to ask questions. Can anyone tell me the two main types of questions?”&lt;br&gt;2.) T invites Ss to tell the general intonation rules based on previous activities. “Can you tell the type of intonation we used for wh-questions?” Then T instructs Ss to search the ec-concord website and look at exercises 1 and 2 to find the intonation rules.&lt;br&gt;3.) T indicates and states the intonation rule “We usually use falling intonation for wh-questions and statements. We usually use rising intonations for yes/no questions.”</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>9 mins</td>
<td><strong>Raising Ss’ phonological awareness through corpus</strong></td>
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<tr>
<td></td>
<td>1.) T instructs Ss to search the corpus website (<a href="https://corpus.eduhk.hk/english_pronation/index.php/our-spoken-english/">https://corpus.eduhk.hk/english_pronation/index.php/our-spoken-english/</a>) for inappropriate intonation examples in the suprasegmental (passage one) section. (Instruction: access the web page “Search” of corpus website→select “Inappropriate intonation” from the menu of “Passage One (Suprasegmental)”</td>
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<td>2.) Tasks Ss to look at the sentence “But old habits won’t change without a lot of hard work, will they?” specifically and count the number of participants who read the sentence with inappropriate intonation.</td>
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<td></td>
<td>3.) Ss in pairs listen to 5 participants’ recording and try to find out the general intonation in different recordings (i.e. using rising intonation for sentence with question tag aiming to seek for agreement).</td>
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<tr>
<td>11 mins</td>
<td><strong>Teaching Ss function and usage of Question Tags</strong></td>
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<td></td>
<td>1.) T distributes worksheet 2 to Ss and asks them the functions</td>
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of the sentences (e.g. statement, to provide information, answer to a question, draw from concord intonation exercise 4,5). T then asks Ss to think of a way to formulate the questions that give rises to the answers.

2.) T distributes worksheet 3 to Ss with same sets of sentences and introducing question tags.
   “In fact, there is another way of making them into a question. By using question tags at the end of a sentence, we can make it into a question. Question tag is frequently used in daily conversation in order to request for extra information politely on top of what you have gathered already.”

3.) Ss search the concord website for intonation exercise 4 & 5. T instructs Ss to complete the exercise in pairs.

4.) T demonstrate how to use question tags in two examples and invites Ss to make a guess on the patterns behind usage.
   “So, can anyone tell me what you have observed from the two examples?” T then explains that question tag is formed as “auxiliary verb + pronoun” according to the preceding sentence. “We can see that the question tag is formed according to the previous clause in an Auxiliary Verb + Pronoun form. For instance, in the first example, the sentence begins with It is and the question tag at the end would be isn’t it. In second example, the sentence begins with She was and the question tag at the end would be wasn’t she.”

4.) T indicates that a question tag (interrogative fragment) should agree with tense, aspect and modality of the verb in preceding sentence.

5.) T then gives time for Ss to finish the rest of the exercise.
   “Now, try form the sentences into question by choosing and circling the correct question tags accordingly. Remember, the pronouns remain the same while the auxiliary verbs show an opposite polarity.”

6.) T explains the answer to Ss.

7.) Ss search the en-concord website again for exercises 4 and 5. (Appendix III)

Worksheet 3 (Appendix IV)

Tablet (Concord intonation ex 4,5)
5 in intonation section. Ss will finish the exercises in pairs. T invites some Ss to read the sentences with question tags and click on the recordings to show appropriate intonation.

8.) T asks Ss the reason they choose the answers and to clarify the misunderstandings.
9.) T reintroduces the context and asks Ss what tense should be used when we describe the case.
   “Great, everyone now understands the usage and functions of question tags! Remember, we are policemen investigating an event of losing items 2 days ago. You will need to use question tags with rising intonation to signal a real question and falling intonation to signal that you are seeking confirmation.

To reinforce Ss’ knowledge on choosing correct question tags by Red or Green activity.

To reintroduce context and arouse Ss’ interest for the following activity

<table>
<thead>
<tr>
<th>32 mins</th>
<th>Practice stage</th>
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<tbody>
<tr>
<td><strong>Task 1 – Finding differences</strong></td>
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<tr>
<td>1.) T introduces the context of the task and starts the part by saying, “We are police officers trying to find out the truth behind the case and find where the projectors are. Now, each of you will get a picture that indicates some clues of the case.”</td>
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<tr>
<td>2.) Ss will be grouped in pairs. T distributes picture A to SsA and picture to SsB. “We will work in groups of two. One of you will be Officer A and the other will be Officer B. Do not show your picture to each other yet.”</td>
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<tr>
<td>3.) T instructs Ss on the task “Let’s try to understand what is going on now. You do not know what happened in the classroom before and after the projectors lost, so you, SsA are looking at picture taken after school finding out the issue while talking over the phone to you co-worker SsB to compare a picture taken before the event.”</td>
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<tr>
<td>To provide Ss with the context of the activity to arouse their interest and for better understanding of the following tasks.</td>
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<tr>
<td>To focus Ss’ attention to the topic of the interaction</td>
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PPT
Worksheet 4 (Task 1) (See Appendix V)
4.) T invites a SsB to demonstrate the task using different question types.
   “Anyone volunteer to find the differences with me? Where was the projector 2 days ago? Was there a plant on the desk? There was an apple on the desk, wasn’t it?”

5.) T reminds Ss to utilize different question types, especially the question tags.
   “Remember, we can ask open-ended and close-ended questions. We can also use question tags to ask questions with rising intonation and get clarification from others by falling intonation. Now you may begin finding the clues!”

6.) Ss have 5 mins to find out differences in two pictures orally with their partners.

7.) If Ss encounter problems on understanding the conversation or forming questions, T further explains the meaning, usage and context.

8.) T invites Ss to share their findings and ensure every Ss are acknowledged of the differences (clues) in two pictures.

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**Task 2 - Sharing Clues**

1.) T begins the session by saying
   “I hope everyone gets the clues from the scene. Now, each of you will have a role to play in order to find out more one what happened.”

2.) Ss are divided into groups of 6 by T and 6 Role Cards will be given to each group.

3.) T tells Ss context of the task.
   “After gathering information in the scene, you interview some people in the school to try getting more clues to where the projectors are.”

4.) T instructs Ss on the task and reminds Ss to use correct intonation in their questions to seek answers or confirmation.
   “Each of you has a card containing information of what you know from different people. Now, spend 2 minutes on how to...”
organize the information given on your card and present them in correct tense that signal the time of the mentioned event to your colleagues. Then you will have 6 minutes to share your information with your colleagues and gather information from other officers. As other officers share their known information, you may question them and ask for clarification by different question types. You may find conflicting information on your cards. So, when you notice something not in accordance to other information, you can use question tags to further confirm the facts."

5.) T asks Ss if there is any question and clarify any misunderstandings.
7.) Each S randomly picks a card from the set.
8.) 2 minutes are provided for Ss to organize the information as past tense declarative sentence individually.
9.) T signals the start of the task “Now, you have 6 minutes to gather as much information as you can! Don’t hesitate to ask questions and use question tags when you notice something is strange!”
10.) Ss shares their information and asks questions by question tags and different question types in past tense.
11.) T reminds Ss to refer to the worksheet 2-3 if they have difficulties in using question tags.
12.) T encourages Ss to correct each other’s mistakes on question tags and tenses used.

<table>
<thead>
<tr>
<th>Practice 2 mins</th>
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</table>
| Organize the information given on your card and present them in correct tense that signal the time of the mentioned event to your colleagues. Then you will have 6 minutes to share your information with your colleagues and gather information from other officers. As other officers share their known information, you may question them and ask for clarification by different question types. You may find conflicting information on your cards. So, when you notice something not in accordance to other information, you can use question tags to further confirm the facts."

5.) T asks Ss if there is any question and clarify any misunderstandings.
7.) Each S randomly picks a card from the set.
8.) 2 minutes are provided for Ss to organize the information as past tense declarative sentence individually.
9.) T signals the start of the task “Now, you have 6 minutes to gather as much information as you can! Don’t hesitate to ask questions and use question tags when you notice something is strange!”
10.) Ss shares their information and asks questions by question tags and different question types in past tense.
11.) T reminds Ss to refer to the worksheet 2-3 if they have difficulties in using question tags.
12.) T encourages Ss to correct each other’s mistakes on question tags and tenses used.

<table>
<thead>
<tr>
<th>6 mins</th>
<th>Feedback 5 mins</th>
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| To ensure Ss use correct intonation in their questions.
| To give time for Ss to familiarize themselves with the role cards (information provided).
| To allow Ss’ practice using different question types to ask questions and to answer accordingly.
| To allow Ss’ to identify the factual and conflicting information.
| To encourage Ss interact with each other and to discuss their answers and possibly different rationales.
| To ensure Ss give answers based on logical reasoning instead of random guessing.
| To check Ss’ information exchange successfulness. |

1.) T signals the end of the sharing task and invites a representative from each group to report their findings. “Hope you all get useful information from the sharing! Now, each group chooses a representative and tell us your findings!”

T→Ss
Any useful information or conflicting information?”
2.) Ss report their findings and T correct their grammatical mistake if there’s any.
3.) T gives appreciation to the hard work of all the Ss and move into the production stage to find where the missing projectors are. “Good job, everybody! We have gathered some useful information! Now, it is time for us to find out who is involved in the case and where are the projectors!”

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<thead>
<tr>
<th></th>
<th>Production stage</th>
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<tbody>
<tr>
<td>20 mins</td>
<td>Task 3 – Finding suspect and lost items</td>
</tr>
</tbody>
</table>
| 5 mins | 1.) T summarize the information (clues) gathered from last task
“So, we all know that Shelly did not coming back to school since last week while Mickey informed us that Shelly was being bullied in the class. At the same time, Fanny believed it was done by Neal as he acted suspiciously and suddenly had extra pocket money to spend on luxurious items while Neal said the money was earned from his part-time job. Meanwhile, Joey said she saw Shelly at school 2 days ago after school at the main gate before the news of the lost projectors. It seems like some of them might be lying! Who may be involved in the case?”
2.) T distribute a data file containing extra information on each character mentioned in task 2 and worksheet 5 to each group.
3.) T informs Ss on the information provided in the data file.
“Here’s a data file with the extra information I found about different people you all interviewed. It gives you information of their personalities and their backgrounds.”
4.) T reminds Ss information gathered from task 2 will be | T→Ss | To ensure all Ss gain the essential information from the presentation of group representatives
Ss←→Ss | To ensure Ss using and pronouncing question tags correctly and accurately
T→Ss | To praise and encourage Ss for high engagement in tasks
| | To raise Ss’ interest for the final task |

PPT

Data File (Task 3) (See Appendix VII)
useful for reaching a conclusion for the case. “Don’t forget what we have found in the sharing session. They are all very useful clues to help us reach a conclusion on what might have happened that day.”

5.) T reads instruction to Ss
   “Your team has a data file and clues found from sharing session. Based on the gathered information, discuss and pick a person who is the most likely to be involved in the case with supporting reasons. Fill in the worksheet 5 and tell us why your team believes that person is the offender.”

6.) T reminds the Ss to use question tags to seek agreement.
   “Again, don’t forget you can use question tags and falling tone to seek agreement from others.”

7.) 9 minutes will be given to Ss to read the data file and to discuss and reach a conclusion. “Now, you will have 9 minutes to read the data file and to discuss who is likely to be the offender.”

8.) Ss discuss and make a conclusion in groups of 6. T facilitates discussion if huge difficulties are faced by Ss.

9.) T signals the end of the discussion session and invites Ss to share their conclusion to the class. “All of you did a brilliant job! Now, find one representative to tell us your team’s conclusion!”

10.) T reminds Ss they can use question tags in their presentation to stress their findings. “Don’t forget, we have learnt question tags today. When you want to confidently stress your findings, you can also use it to emphasize the validity of your findings!”

11.) Ss representatives share conclusion of their group with supporting reasons.

12.) T gives appreciation to all Ss’ effort. “Great job, everyone! Give yourself and your colleagues a big round of applause! I know it is hard to reach a conclusion from the clue, but you have done it well!”

<table>
<thead>
<tr>
<th>9 mins</th>
<th>T→ Ss</th>
<th>● To show Ss what information will be needed for the following task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 mins</td>
<td>T↔ Ss</td>
<td>● To contextualize the task of the lesson</td>
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<tr>
<td></td>
<td>Ss ↔ Ss</td>
<td>● To ensure Ss can follow and fulfill the requirements of the task</td>
</tr>
<tr>
<td></td>
<td>T→ Ss</td>
<td>● To reactivate Ss schema on question tags and remind Ss to apply the previous knowledge in the activity.</td>
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<tr>
<td></td>
<td>Ss</td>
<td>● To provide Ss opportunity to apply and produce required grammar items individually and collaboratively</td>
</tr>
<tr>
<td></td>
<td>T→ Ss</td>
<td>● To check Ss task completion rate</td>
</tr>
<tr>
<td></td>
<td>Ss</td>
<td>● To check if Ss are making decision with logically reasons or simply random thoughts</td>
</tr>
<tr>
<td></td>
<td>T→ Ss</td>
<td>● To encourage participation</td>
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</tbody>
</table>

Worksheet 5 (see Appendix VIII)
13.) T tells Ss where the projectors are found and how they are lost.

Mickey is the bully in class who like to prank on people. One day after school, he skipped detention class and tried to pick on Shelly. Therefore, he pulled down the projectors and hid them near teacher’s desk. That’s why things are all different around the desk. The school found out Mickey’s misbehavior and suspended him for a week.

14.) T wraps up the class.

- To signal the completion of the task
- To summarize and consolidate the knowledge on past tense and question tags in asking questions
Appendix I – PPT
Appendix II – WS1
English Language
Worksheet (1) – Questions Types

Name: ________________________  Class:  F.2  Date: ________________________

A.) Fill in the blanks with correct answers

Question types: ___________________________________________________
_____________________________________________________________________
_____________________________________________________________________

B.) Form the question according to the answers

Q: ______________________________________________________________
   ___
   A: I am the person in charge.

Q: ______________________________________________________________
   ___
   A: I will be there on time.

Q: ______________________________________________________________
   ___
   A: My name is Tommy.

Q: ______________________________________________________________
   ___
   A: They are at the crime scene.

Q: ______________________________________________________________
   ___
   A: I will see them at 3pm.

Q: ______________________________________________________________
   ___
   A: I haven’t finished my work yet.
A.) Make the answer into a sentence by circling the correct question tag.

e.g.
Q: You’re from Poland, aren’t you?
A: Yes, I am.

Q: Your name’s Jack, is/isn’t it?
A: Yes, it is.

Q: You live in Warsaw, don’t/doesn’t you?
A: No, I don’t. I live in Hong Kong.

Q: We’re going tonight, are/aren’t we?
A: Yes, he did. He was late to school though.

Q: He doesn’t live that far away, does/is she?
A: Yes, she has.

Q: Michael will join us, won’t/wouldn’t he?
A: Yes, he will.
A question tag is a short question (e.g. have you?, isn't he?) put at the end of a statement.

- A positive statement takes a negative tag and a _______________ statement takes a positive tag.

  You ___________ from Hong Kong, aren’t you?
  He ___________ live that far away, does he?

- When a tag is spoken, the voice can go up or down.

  1.) If the voice goes down🎵:
  Speaker is not really asking a question, but only inviting the other person to express agreement.
  A: You’re from Hong Kong, 🎵 aren’t you?
  B: Yes, I am.

  2.) If the voice goes up🎶:
  - It is a real question and speaker wants to get an answer to the question.
    A: You can’t do it, 🎵 can you?
    B: No, I can’t.

  - Negative statement + Positive tag
  To ask for things or information, or to ask someone to do something.

  A question tag has the same auxiliary verb that is in the statement, but with opposite polarity (positive → ; negative→).
  We are going tonight, ______n’t we?

If there is no auxiliary verb in the statement, we use do, does or did in the question tag.
  You live in Warsaw, don’t you?
  She rejected the offer, didn’t she?

- Pronoun in question tag refers to the subject in the statement.

<table>
<thead>
<tr>
<th>Subject (statement)</th>
<th>Pronoun (question tag)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul/(referring to male)/He</td>
<td>He</td>
</tr>
<tr>
<td>Emma/(referring to female)/She</td>
<td>She</td>
</tr>
<tr>
<td>It/ This/ That</td>
<td>It</td>
</tr>
<tr>
<td>They/ These/ Those</td>
<td>They</td>
</tr>
<tr>
<td>I am</td>
<td>Aren’t I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
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</tbody>
</table>
Appendix V
English Language
Task (1) – Spot the differences (A)

Name: ___________________________  Class:  F.2  Date: ________________

You are a police officer trying to find out the truth behind the case of 3 lost projectors at a school. Now, you have a picture taken after the school has lost projectors and it indicates some clues of the case, so you are talking over the phone to your co-worker who has a picture taken before the school has lost projectors. Circle the differences you have found.
Appendix V

**English Language**

Task (1) – SPOT THE DIFFERENCES (B)

Name: ______________________  Class:  F.2  Date: ________________

You are a police officer trying to find out the truth behind the case of 3 lost projectors at a school. Now, you have a picture taken before the school has lost projectors and it indicates some clues of the case, so you are talking over the phone to your co-worker who has a picture taken after the school has lost projectors. Circle the differences you have found.

[Image of a classroom with a teacher and students]
Appendix VI
Task 2 - Sharing Session (Role Cards)

Mickey
- A friend of Shelly
- Shelly is being bullied
- Have to attend detention class everyday after school
- Going to visit Shelly during the time of missing projectors incident

Sandy
- A friend of Shelly
- Shelly is being bullied by Mickey
- Monitor at the detention class
- Mickey skips detention class very often
- Going back home after the tutorial class during the time of incident

Joey
- Greets with Shelly after school at the main gate
- A friend of Mickey
- Does not involve in bullying
- Watch TV at home during the incident
Shelly

- Being bullied in class
- Dislike going to school
- Does not go to school since the Monday before the projector incident
- Only goes back to school to attend remedial classes
- Sleeping during the night of the incident

Fanny

- A friend of Sandy
- Believes Neal is the thief
- Neal acts suspiciously in class
- Neal suddenly has much more pocket money to spend on luxurious items
- Spends night time with her parents at a restaurant

Neal

- Work as part-time private tutor
- Makes money from teaching private tutorial classes
- Does not need to attend detention class
- Spends night time on teaching tutorial classes
Appendix VII
Task 3 – Data File

Mickey
- A friend of Joey
- Very naughty
- Like to play jokes and pranks on others
- Active in class
- Love to physically fight with others

Sandy
- A friend of Shelly
- Very responsible
- Like to follow the rules
- Active in class
- Love to fight for justice

Joey
- A friend of Mickey
- A shy person
- Introvert
- Love peace and harmony
- Passive in class
Shelly
- A shy person
- Friend of Sandy
- Being bullied in class by Mickey
- Does not go to school often this year
- Willing to attend remedial class

Fanny
- Dislike Neal
- Dated Neal before
- Outgoing person
- Does not bully Shelly
- Kind and friendly

Neal
- Dated Fanny
- Low-income family
- Part-time private tutorial class teacher
- Best academic performance in class
- Money is not suspiciously earned
Appendix VIII – Conclusion Report

Team Name:

Your team has gathered a data file and clues from different sharing session. Based on the gathered information, discuss and pick a person who is the most likely to be involved and where the projectors are most likely placed in the case with supporting reasons. Fill in the worksheet and tell us why your team believes that person is the offender.

- Conclusion -

____________________ is most likely the person involved in this incident.
Reason(s):

The projectors are most likely to be placed at/in
____________________.
Reason(s):