

QUESTION TAGS

B1 | Teens / Adults | Grammar Practice | 35-45 minutes

Learn and practise | Check information and invite agreement.

1. READ: Checking the plan

Read the conversation. Notice the bold grammar and how the speakers use it.

Pia: We booked for seven, **didn't we?**

Ed: Yes, but we should leave by six. The traffic's bad.

Pia: Jo's coming with us, **isn't she?**

Ed: No, she's meeting us there. She doesn't finish work until six.

Pia: And you haven't lost the tickets, **have you?**

Ed: Of course not! They're on my phone.

2. GRAMMAR: Statement + short checking question

A positive statement usually takes a negative tag; a negative statement usually takes a positive tag.

Use / form	Pattern	Example
Be	same be form + pronoun	She's coming, isn't she?
Other auxiliary	same auxiliary + pronoun	You haven't lost it, have you?
No auxiliary	do / does / did + pronoun	You booked, didn't you?

Subject: Jo is coming, isn't she? The tickets are here, aren't they?

Special form: I'm late, aren't I?

Rising intonation often checks uncertain information; falling intonation often invites agreement.

A. CHOOSE

Circle the correct option in each sentence.

1. You live here, do / don't you?
2. She isn't late, is / isn't she?
3. He called, didn't / doesn't he?
4. They can swim, can / can't they?
5. We haven't met, have / haven't we?
6. Jo works here, doesn't he / she?
7. I'm next, aren't / am not I?
8. It wasn't expensive, was / wasn't it?

Read each answer aloud. Explain which meaning or time clue helped you.

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Use it | Complete a context, write sentences and speak with a partner.

B. COMPLETE: Before going out

Complete each question tag. Use the statement's subject and verb.

1. We booked for seven, _____?
2. Jo is meeting us there, _____?
3. You haven't lost the tickets, _____?
4. The restaurant doesn't close early, _____?
5. We can get the bus, _____?
6. I'm ready on time, _____?

C. CHANGE THE SENTENCES

1-2: Add a question tag.

Example: You are ready. **You are ready, aren't you?**

1. He likes tea.
2. They arrived early.

3-4: Add a question tag. Example: She isn't here. **She isn't here, is she?**

3. You haven't finished.
4. It wasn't cold.

D. WRITE ABOUT YOU

Write three statements about your partner or classroom. Add tags to check your information.

Example: **You live nearby, don't you? This room is warm, isn't it?**

E. SPEAK WITH A PARTNER

Check your statements with your partner. Reply naturally: **Yes, I do. / No, I don't.**

Try one tag with rising intonation and one with falling intonation.

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Answer key | Keep this page separate during student practice.

1. READ: Checking the plan

Sample target language from the conversation:

Pia: We booked for seven, **didn't we?**

Pia: Jo's coming with us, **isn't she?**

Pia: And you haven't lost the tickets, **have you?**

A. CHOOSE

- | | |
|-----------|----------|
| 1. don't | 2. is |
| 3. didn't | 4. can't |
| 5. have | 6. she |
| 7. aren't | 8. was |

B. COMPLETE: Before going out

- | | |
|--------------|--------------|
| 1. didn't we | 2. isn't she |
| 3. have you | 4. does it |
| 5. can't we | 6. aren't I |

C. CHANGE THE SENTENCES

1. He likes tea, doesn't he?
2. They arrived early, didn't they?
3. You haven't finished, have you?
4. It wasn't cold, was it?

D. WRITE ABOUT YOU / E. SPEAK

Personal answers will vary. Check the target grammar.

Sample: You enjoy music, don't you? You haven't been here before, have you? We're in the same class, aren't we?

Teacher note: In replies, yes confirms the positive fact: You don't drive, do you? Yes, I do means I drive. Avoid never/nobody and imperative tags in this introductory lesson.