

# Reading Practice–Asking a question and ‘Do Not’

Do Not- Helper Verb: Do, Negative: Not

‘**Do**’ asks a question if used at the beginning of a sentence and answers a question if it’s used *after* a pronoun.

I/You/We/They: do

He/She/It: **does**



Question: Do you like cats?

Answer: I do like cats.

She does like the cat.

To express a negative, add ‘**not**’:

Question: Do you like the cat?

Answer: I do not like the cat.

He does not like the cat.

# Asking a Question Cont.

Using a question word: (5 W and 1 H)

- Who, What, When, Where, Why, How

Asking Yes / No questions:

- Do, Don't, Can, Have, Did, Are, Is

Inflection:

- **?** means an upward inflection with your voice
- **.** means a flat inflection with your voice and is not a question
- **!?** means an upward inflection and an increase in volume

Positive Statement + Negative Contraction:

- You should leave soon, **shouldn't** you?
- My time at the cat cafe is almost up, **isn't** it?

This is implying that the answer to the question is "yes".

Negative Statement + Positive Contraction:

- They can't swim, **can** they?
- There wasn't enough time in the museum, **right?**

This is implying that you're going to agree with a "no" .

- **No**, they can't swim
- **No**, there wasn't enough time.

# Asking a Question Cont.

When asking a question or making a request in English, there are situations when it's important to soften your question with one of the following:

May I...? / Can I...?

Could you...? / Can you...?

Sometimes if you're asking about a situation you can use:

Is there a chance that...?

It's important to soften your question in the following situations:

You are requesting something

You are speaking to a server

You are talking to someone you don't know

You are speaking to someone in a position of authority

You don't have to soften your question in the following situations:

When you are in a position of authority

**Note:** Sometimes questions can accidentally come off demanding or judgemental. In some cases they might be too broad and people won't understand. Or they can be downright insulting.

Ex:

**Will** someone get that?

**Why** do you think that?

**What's** the whole thing about?

# B1 Speaking Practice

# A2 Listening Practice

If you are B1: Talk about your day

If you are A2: Listen to B1 people talk about their day and be ready to answer a question about what the B1 people did/are going to do.

# A2 and B1 Recall Practice

## A2 Speaking Practice

Think about what this lesson was about, if you are B1 describe in your own words without writing it down first.

If you are A2, write down in English what you learned. You will then read your sentence out loud. This will help develop your ear so you can spot grammatical errors.

# Study...

A2 People:

Try to write the alphabet

Try to read the sentences

Make one sentence about something you **like** and one sentence about something you **do not like**.

If you like or do not like an **ACTION** add 'to'.

B1 People:

Write about what you **like** and **dislike** like in past tense.

Compare your **likes** and **dislikes** with one another.

Describe what you **hope** to do in the future.

Write the alphabet in cursive

**For both levels:** Look up prefixes and suffixes in English. Knowing these will help you guess the meaning of words. Prefixes and suffixes are taught all the way up to the 10th year of schooling in the States.

**Hard Mode:** Look up an idiom to share next time.