

Questions with Be and Do

Practice asking and answering questions.



1. Warm up

Ask and answer the following with a partner.

1. What do you do on weekends?
2. Do you watch a lot of TV?
3. How tall are you?
4. What do you eat for breakfast?

2. Vocabulary

A. Are these words verbs, nouns, or adjectives. Write verb, noun, or adj in the space.

- | | | | | | | | |
|---------|-------|----------|-------|-----------|-------|----------|-------|
| 1. want | ..... | 5. color | ..... | 9. hair | ..... | 13. cold | ..... |
| 2. dog | ..... | 6. eyes | ..... | 10. work | ..... | 14. eat | ..... |
| 3. good | ..... | 7. like | ..... | 11. fast | ..... | 15. tall | ..... |
| 4. car | ..... | 8. new | ..... | 12. study | ..... |  |  |

B. Read the responses then complete the questions with one of the words from Part 2A.

Question

1. Where do you ?
2. What color is your ?
3. What do you for dinner tonight?
4. I like your new car. Is it ?
5. Do you horror movies?
6. Was it hot or in Greece?
7. Is that dress ? It's beautiful.
8. What did you for dinner yesterday?
9. What is your favorite ?

Response

- In a hospital.
- It is blonde.
- Hmmm, I think I want pizza tonight.
- Yes, it is. It is very fast.
- Not really. I prefer dramas.
- It was hot.
- Thank you. I bought it last week.
- I ate a nice pasta dish.
- Maybe blue or green.

C. Underline the main verb, noun, or adjective after 'be' or 'do' in each of the questions.

1. Where do you work?
2. Is your brother tall or short?
3. What is your favorite color?
4. What did you study at college/university?
5. Was it hot or cold?
6. What color is your hair?
7. Do you like watching sports?

3. Questions with Be and Do

A. Review the questions in Part 2C and circle 'be' or 'do' to complete the rules.

1. Questions that ask about **verbs**, use: be / do
2. Questions that ask about **nouns**, use: be / do
3. Questions that ask about **adjectives**, use: be / do

B. Complete the table below with the correct form of the verb 'be'.

	Subject	Present simple	Past simple		Subject	Present simple	Past simple
1.	I	.....	.....	4.	We	.....	.....
2.	You	.....	.....	5.	You	.....	.....
3.	He / she / it	.....	.....	6.	They	.....	.....

C. Complete the table below with the correct form of the verb 'do'.

	Singular Subject	Present simple	Past simple		Plural Subject	Present simple	Past simple
1.	I	.....	.....	4.	We	.....	.....
2.	You	.....	.....	5.	You	.....	.....
3.	He / she / it	.....	.....	6.	They	.....	.....

D. Read examples a and b then write the questions that use 'do' in Part 2C in the spaces.

	Question word(s)	Do	Subject	Verb	
a.	Who	do	you	live with?	
b.		Do	you	play	a sport?
1.	.....	.....	.....	.....	.....?
2.	.....	.....	.....	.....	.....?
3.	.....	.....	.....	.....	.....?

E. Write the questions that use 'be' in Part 2C in the spaces.

	Be	Subject	Adjectives	
1.?	
2.?	
	Questions word(s)	Be	your	Noun / Adjective + noun
3.?
4.?

4. Practice

A. Complete the questions with the correct form of the verbs 'be' and 'do'.

1. What you like to do at night?
2. What color your eyes?
3. Where you live when you were young?
4. you drink a lot of coffee?
5. you tall or short?
6. What you eat for dinner last night?
7. Who your best friend at high school?
8. you play any sports as a child?
9. it hot or cold last weekend?
10. Who you usually go on holiday with?

B. Read the responses on the right and write a question for each. Check the questions above for help.

Question	Response
e.g. What do you eat for breakfast?	I eat toast for breakfast.
1. ?	My favorite food is pizza.
2. ?	It is cold today.
3. ?	I went to Fiji on holiday last year.
4. ?	My best friend's name is Joy.
5. ?	My parents live in California.
6. ?	I go on holiday three times a year.
7. ?	My car is red.
8. ?	I like action movies.

C. Ask your partner the questions above. Continue the conversation if interesting.

5. Interview

A. Write questions to find out more about your classmates.

1.
2.
3.
4.
5.
6.

B. Ask your partner your questions. Change roles and respond to your partner's questions.

Questions with Be and Do



Level: Beginner: A1
Elementary: A2

Updated: Jan 21, 2022

Language: Function: Asking and answering questions. Talking about daily life.
Forms: Modal and auxiliary verbs. Present tense. Past forms.

Teaching time: 120 minutes.

Overview: Students construct questions using the auxiliary verb 'do' and verb 'be' as well as identifying parts of speech: verbs, nouns, and adjectives. Students will learn and practice how to respond to these different questions in a variety of question construction activities and an interview.

1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

2. VOCABULARY

A. Before beginning, write the following on the board words: run, blue, book. Review with students which is a verb, noun, and adjective by asking:

1. Which is a describing word?
2. Which is an object/thing?
3. Which is an action?

B. In pairs, students read words 1-15 and decide which are verbs, nouns, and adjectives. Check answers with the class.

1. want verb
2. dog noun
3. good adj
4. car noun
5. color noun
6. eyes noun
7. like verb
8. new adj
9. hair noun
10. work verb
11. fast adj
12. study verb
13. cold adj
14. eat verb
15. tall adj

C. In pairs, students alternate reading the responses then complete the questions with one of the words from Part 2A. Encourage students to find clues in the responses to help choose the best missing words. Not all words in Part 2A are used.

1. Where do you **10. work**?
2. What color is your **9. hair**?
3. What do you **1. want** for dinner tonight?
4. I like your new car. Is it **11. fast**?

5. Do you **7. like** horror movies?
6. Was it hot or **13. cold** in Greece?
7. Is that dress **8. new**? It's beautiful.
8. What did you **14. eat** for dinner yesterday?
9. What is your favorite **5. color**?

D. Individually, students read the questions and underline the most important word in each (verb, noun, or adjective) that appear after the verbs 'be' and 'do'. Students can compare their underlined words with a partner. Answer any questions that arise. Check underlined words with the class.

1. Where do you work?
2. Is your brother tall or short?
3. What is your favorite color?
4. What did you study at college/university?
5. Was it hot or cold in Greece for your vacation?
6. What color is your hair?
7. Do you like watching sports?

3. QUESTIONS WITH BE AND DO

A. Individually, students review the questions in Part 2C and complete rules 1-3 with 'do' or 'be'. Students can compare their answers with a partner or check answers with the class. Elicit evidence to support answers from Part 2C. Answer any questions that arise.

1. Questions that ask about verbs, use: **do**
2. Questions that ask about nouns, use: **be**
3. Questions that ask about adjectives, use: **be**

B. Check understanding of the words: singular and plural. Individually, students complete the table with the correct form of the verb 'be'. Students can compare their answers with a partner and discuss any differences or check with the class. Answer any questions that arise.

1. am was
2. are were
3. is was
4. are were
5. are were
6. are were

C. Individually, students complete the table with the correct form of the verb 'do'. Students can compare their answers with a partner and discuss any differences or check with the class.

1. do did
2. do did
3. does did
4. do did
5. do did
6. do did

D. Individually, students review the questions from Part 2C then write the 'do' questions in the spaces provided. Assist students as they work through the activity. Students can check their questions with a partner or check answers with the class.

? word(s)	Do	Subject	Verb
1. Where	do	you	work?
2. What	did	you	study at college?
3.	Do	you	like watching sports?

E. Individually, students review the questions in Part 2C then write the 'be' questions in the spaces provided. Explain to students that they can use a noun with the question word 'what' to make questions more specific, e.g. What+color are your eyes? Assist students as they work through the activity. Students can check their questions with a partner or check answers with the class.

Be	Subject	Adjectives
1. Is	your brother	tall or short?
2. Was	it	hot or cold?

Questions word(s)	Be	your	Adjective + noun
3. What	is	your	favorite color?
4. What color	is	your	brother's hair?

4. PRACTICE

A. Individually, students complete the questions with the correct form of the verbs 'be' and 'do'. Students can check their questions with a partner and discuss any differences or elicit answers from students. As an extension activity, student pairs can take turns asking and responding to the questions.

1. What **do** you like to do at night?
2. What color **are** your eyes?
3. Where **did** you live when you were young?
4. **Do** you drink a lot of coffee?
5. **Are** you tall or short?
6. What **did** you eat for dinner last night?
7. Who **was** your best friend at high school?
8. **Did** you play any sports as a child?
9. **Was** it hot or cold last weekend?
10. Who **do** you usually go on holiday with?

B. Read the example question and response to the class. Individually, students read the responses on the right and write questions for each. Students can review the questions in Part 4A for help. Assist students as they work through the activity and answer any questions that arise. Students can check their questions with a partner or check them with the class. Answers may vary.

1. What is your favorite food?
2. Is it hot or cold today?
3. Where did you go on holiday last year?
4. What is your best friend's name?

5. Where do your parents live?
6. How often do you go on holiday? How many times do you go on holiday a year?
7. What color is your car?
8. What kind of movies do you like?

C. If time permits, have students take turns asking and answering the questions with their partner. Partners can answer honestly.

5. INTERVIEW

A. This activity can be completed for homework if you have no time in class. Individually, students write questions to find out more about their classmates. Check students' questions are correct before continuing.

B. In pairs, students ask and answer the questions they wrote in Part 5A. Encourage students to ask follow-up questions if the answer is interesting to continue the conversation. There is no need to correct mistakes at this stage. Participate in the conversation if appropriate or helpful.