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HIGH SCHOOL ESL

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Learn English as a Second Language
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Danielle Pelletier DePinna

**Bonus App
Flashcards
+ Audio**

MUST KNOW



HIGH SCHOOL ESL

Danielle Pelletier DePinna



New York Chicago San Francisco Athens London Madrid
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Introduction




Welcome to your new English as a Second Language book! Let us explain why we believe you've made the right choice. You may have found that a lot of books make a lot of promises about all the things you'll be able to accomplish by the time you reach the end of a given chapter. In the process, those books can make you feel as though you missed out on the building blocks that you actually need to master those goals.

With *Must Know High School ESL*, we've taken a different approach. When you start a new chapter, you will immediately see the **must know** ideas. These are the essential concepts behind what you are going to study, and they will form the foundation of what you will learn throughout the chapter. These **must know** ideas will be your guide as you make your way through each chapter.

To build on this foundation you will find easy-to-follow discussions of the topic at hand, accompanied by comprehensive examples and lots of useful charts that will increase your ability to communicate in English. And because we know ESL is special kind of learning, we've even deviated from our normal Must Know books in this case. We give you thoughtful Success Strategies, exercises and more practice throughout the chapters (with answers in the Answer Key), and occasional Pop Quizzes to make sure you understand the material as you move through the book. That repetition and learning support will come in handy as you get to the more challenging chapters. Each chapter ends with review questions—more than 800 combined throughout the book—designed to instill confidence as you practice your new skills. Whether you are a beginner or more advanced, we've got you covered. With this book, you not only get what you **must know**, you get all you need to know!



This book has other features that will help you on your ESL journey. It has a number of sidebars that will provide helpful information or just serve as a quick break from your studies. The **BTW** sidebars (“by the way”) point out important information as well as tell you what to be careful about English-wise. Other times, an  **IRL** sidebar (“in real life”) will tell you what the material you’re studying has to do with the real world; other IRLs may just be interesting factoids.

In addition, this book is accompanied by a flashcard app that will give you the ability to test yourself at any time. The app includes 100-plus “flashcards” with a review question on one “side” and the answer on the other. You can either work through the flashcards by themselves or use them alongside the book. To find out where to get the app and how to use it, go to the next section, “The Flashcard App.”

Before you get started, however, let us introduce you to your guide throughout this book. In addition to over 20 years’ experience as an ESL educator, Danielle Pelletier DePinna has written *Easy English Step-by-Step for ESL Learners*. Having had the opportunity to work together before, we know that Danielle is unmatched in her enthusiasm for and knowledge of English language training and culture education. She understands what you should get out of an ESL course and has developed strategies to help you get there. Danielle has also seen the kinds of trouble that students run into, and she can show you how to overcome these difficulties. In this book, she applies her teaching experience to show you the most effective way to learn a given concept. We are confident that we are leaving you in good hands (Danielle knows her stuff!) as you develop new English skills.

Good luck with your studies!

The Editors at McGraw Hill

The Flashcard App—with Audio!

This book features a bonus flashcard app to help you test yourself on what you have learned as you work through the book. The app includes 100-plus “flashcards,” both “front” and “back,” featuring exercises covering topics in the book. The book gives you two options on how to use it. You can jump right into the app and start from any point that you want. Or you can take advantage of the handy QR Codes near the end of each chapter in the book; they will take you directly to the flashcards related to what you’re studying in that part of the book.

To access the flashcard feature, follow these simple steps:

Search for the **McGraw Hill Must Know App** from either Google Play or the App Store.

Download the app to your smartphone or tablet.

Once you’ve got the app, you can use it in either of two ways.

Just open the app and you’re ready to go.

Use your phone’s QR code reader to scan any of the book’s QR codes.

You can start at the beginning, or select any of the chapters listed.


You’ll be taken directly to the flashcards that match your chapter of choice.

Be ready to test your English knowledge!



ESL Audio

The app also includes a ton (to use the technical term) of ESL audio. It has been designed to help with both your pronunciation and listening skills. On the app, you'll find extensive English dialogues and helpful mini lectures, along with the text so you can read along.

Look for the audio icon, , at the end of each applicable chapter. Use the QR code, also at the end of the chapter, to get to that chapter's app content. Or you can look at the app's easy-to-follow Contents and choose the section that interests you the most. Listen closely, and we're confident your English skills will improve fast!

Author's Note



Welcome to *Must Know High School ESL*! I'm so glad you have this book. If you're a high school student, this is the perfect book for you. It gives you the language you need to speak English confidently, and it has cultural notes so you can understand Americans better. If you're an instructor, this book will guide your students toward skillful use of English. You can go through the book sequentially or jump around to customize your lessons. Each chapter contains a variety of expressions we use in daily life in the United States as well as grammar lessons, cultural guidelines, useful vocabulary, and success strategies for effective listening, speaking, pronunciation, reading, and writing. You've made a great choice with this book. Enjoy learning this wild and crazy English language!

For English Language Learners: Tips to Help You Learn English Quickly

Learning and using a language to communicate is a very creative process. Although you learn many English grammar rules in this book, I recommend you “play” with the language. Take what you learn and try it out in the real world as if the world is your laboratory and you are a scientist experimenting with the language. See what works and what doesn't. Take what works and expand on it. Tweak what doesn't work to improve your communication skills. This will help improve your confidence.



Ways to Improve Your Listening Skills

- Watch shows or movies in English with English subtitles (also known as closed captions, or cc) for 15 to 60 minutes every day. You can watch shows on TV, the internet, or social media. Find a favorite show and watch the whole series!
- Listen to podcasts, talk shows, news shows, and advertisements for 15 minutes every day in your car, at home, or anywhere.
- Listen to an audio book and read the book at the same time. This is one of my favorite strategies because you can follow along in the book while listening to someone speak the words you're reading. This not only improves your listening skills, but it also improves your vocabulary, spelling, pronunciation, and reading skills. If you have to read a book for a class, do this!
- Listen to local people chatting at school, in line at cafés, at the bus stop, and anywhere there are people. It's okay if you do not understand much at the beginning. The more you listen, the more you will learn and the faster your English will improve.

Ways to Improve Your Speaking and Pronunciation

- Create reasons to speak English: ask questions in class, at the market, at a restaurant—everywhere you go.
- Make a goal to ask two questions every day. As you build your confidence, ask more questions.
- Practice speaking English aloud in the shower, while driving, and when you are alone at home, at work, or at school.
- Challenge yourself by calling a store or company to ask for the price of a product or service. This is a good way to measure your listening and speaking skills. As you increase your fluency, this task will become easier. Use the “elephant-in-the-room” strategy to help you. Learn more about this **Success Strategy** in Chapters 1 and 3.
- Practice the pronunciation tips in the book silently anytime in public: while walking down the street, riding on the bus, or waiting in line. Even singing in your mind is an effective strategy for practicing pronunciation.



Ways to Improve Your Reading and Vocabulary

- Read something every day. Choose a topic you enjoy such as sports, food, or fashion and read for 10 to 20 minutes at a time.
- Read aloud every street sign you see.
- Read menus at restaurants to learn food vocabulary.
- Read one children's book every day. If you have children, read with them!
- Keep a notebook or make flash cards of new vocabulary. Review these words and expressions every day. Use each new vocabulary term five times to learn it well.

If you'd like to see how a vocabulary word, verb tense, phrase, or expression is used in everyday English, check out a linguistic corpus. It will show you how your search term is used in regular American dialogue. An example of one of these free search databases is Corpus of Contemporary American English (COCA), and there are multiple others.

Ways to Improve Your Writing and Grammar

- Practice writing the alphabet (both capital and lowercase letters) in your notebook.
- Write five sentences in your notebook every day. Use a period at the end of each sentence.
- Write five questions in your notebook every day. Use a question mark at the end of every question.
- In your written sentences, use the grammar and verb tenses you are learning in this book.
- Check the subject-verb agreement in every sentence.



For Instructors

This book works systematically through verb tenses, sentence structures, and cultural conventions so your students can optimize their use of English in the classroom and in life. A large percentage of the vocabulary from the Academic Word List (AWL) is used throughout the book, which can help your students acquire understanding of common academic vocabulary.

Expansion Activities

Speaking expansion activity suggestions:

When introducing a new topic, ask students to share with each other (pair share or small groups) what they already know about the topic. This activates their schema. Some students may know more than others, and they can learn from each other. It also gives the students an opportunity to use English in an informal way with peers.

Verb tense expansion activity suggestions:

- Get the students involved by having them find images of people in action (from magazines, advertisements, photos on their phone gallery, or the internet). Then they can formulate, write, and speak one or more sentences to describe the image.
- Alternatively, invite students to write yes/no and WH questions on the board. Then elicit descriptive answers from the class about an image. For example, for the present progressive verb tense, a student might write the question “What is the girl doing?” and answer with “She is playing tennis.”
- For the simple present, images of routines, habits, traditions, customs, and bus schedules can be used.
- Use a **linguistic corpus** to show students how a vocabulary word, verb tense, phrase, or expression is used in American conversation or written material. An example of one of these free search databases is COCA (Corpus of Contemporary American English), and there are multiple others.



Writing expansion activity suggestions:

- Have students create dialogues based on the specific skill and/or topic they're learning. See the example dialogues in the chapter for guidance.
- Students can create conversations based on their personal experience. If it's more comfortable for them, students can create characters for their dialogue. For instance, students can create avatars and write a short biography about their avatar using vocabulary, verb tenses, expressions, and any other language item from the chapter. As a teacher, you could prepare avatars beforehand on index cards with images of the avatar and let the students choose their own. Images can be of real people or they can be animated characters.
- Students can engage in discussions through pair, small group, or even large group conversations. Scenarios can be given to students or they can come up with their own. Students can also script their conversation before performing them, or they can converse spontaneously.
- Students could write a classic academic paragraph on a topic and employ the vocabulary, phrases, verb tenses, expressions, and other grammar and language lessons learned in the chapter.

Reading expansion activity suggestions:

Employ the three strategies for reading effectively:

1. **Pre-read:** The purpose of pre-reading activities is to prepare the mind for the reading. Activating schema helps students understand the reading passage more easily. There are myriad ways to do this, some of which are to:
 - Predict what the reading will be about based on the passage title and images.
 - Read subtitles and the first and last sentence (or paragraph) of the passage and predict what it's about.
 - Skim and scan the reading for repeated words, phrases, and ideas.
 - Ask and answer questions about the images, title, charts, and so on.
 - Let the students discuss what they already know about the topic.



- 2. Actively read:** When we actively read, we stay more focused and engage with the material, which helps students better understand the subject matter. Here are some ways to read actively:
- Highlight key words.
 - Underline important ideas.
 - Circle new vocabulary.
 - Write definitions, questions, and notes in the margins.
- 3. Understand the reading:** There are a variety of ways students can check their understanding of a passage. Have your students:
- Summarize the reading—in speaking and/or by writing a paragraph.
 - Write and ask yes/no and WH questions about the content of the passage and discuss the answers.
 - Give their opinions and discuss by agreeing or disagreeing politely.
 - Act out the passage. They can get creative by playing charades or writing the skit and acting out the dialogue.
 - Read about a current event and check comprehension with yes/no questions. They can discuss it in small groups, forming and asking opinion questions.
 - Use newspaper articles to formulate, ask and answer WH questions in pairs, triads, or small groups.

1

Meeting People

MUST KNOW



In the United States, good communication skills help you succeed, so meeting people is important. "It's who you know" is a popular expression because the people you surround yourself with may be able to help you succeed.



Handshakes, fist bumps, and elbow bumps are ways to meet and greet people.



Looking people in the eye when you meet and greet them is important, so make eye contact.



"How's it going?" and "How are you?" are questions we often use to say "hello."



In this first chapter, you will learn common expressions for greeting and meeting people and using *small talk* to get to know someone in the United States. You will also learn body language and facial expressions typically used by Americans. By the end of this chapter, you will understand how to meet people, and you will have the language you need to speak confidently even if you are just starting out.

Greetings

We always greet people we know, and we sometimes greet people we don't know. To greet someone is to say "hello." There are different ways to greet others. Neutral greetings can be used in any situation, so learn those first. Use informal greetings with people in your peer group (they are your age or in your grade). Very informal greetings are usually used with good friends and others you know really well. Formal greetings can be used with teachers, parents, and others who are older than you to show respect and to be polite. Common greetings we use are shown in the following table.

Neutral	Informal	Very Informal	Formal
<ul style="list-style-type: none"> • Hello • Hello there • How are you?* • How are you doing?* 	<ul style="list-style-type: none"> • Hi • Hi there • Hey • Hey there • Howdy • What's happening? • Long time no see! 	<ul style="list-style-type: none"> • Yo! • What's up? 	<ul style="list-style-type: none"> • Good morning • Good afternoon • Good evening

***Note:** Americans often use questions as greetings, and they don't always expect an answer..

**IRL**

- “Howdy” is commonly used in the southern states of the United States, but it is sometimes used elsewhere as a friendly, informal greeting.
- “Long time no see” is used when people know each other and they haven’t seen each other in a long time.
- We often combine a short greeting with a longer one. For example, we might say “Hi, how’s it going?” or “Hey, what’s up?”
- “Yo” is very informal and should only be used with people you know well, like good friends.

To understand when to use “good morning,” “good afternoon,” and “good evening,” use these time tips:

- Morning: before 12:00 p.m. (noon)
- Afternoon: 12:01 p.m. to approximately 5:00 p.m. or 6:00 p.m.
- Evening: Approximately 5:00 p.m. or 6:00 p.m. to 12:00 a.m. (midnight)
- “Good night” is *not* a greeting. It means “good-bye” or “I’m going to sleep.”

Responding to Greetings

How do you respond to someone that greets you? A **rule of thumb, or a generally accepted rule**, is to respond with the same or similar greeting if you’re not sure what to do. For example, if someone greets you by saying, “Hello,” you can respond with “Hello.” In most situations, it depends on your relationship with that person. If you know the person and he or she is from your peer group, then you can respond informally. If you know the person really well, you can respond very informally. With your friends, you can mix the informal and very informal expressions. For someone you don’t know or someone you want to show respect to, use neutral or formal responses. See a variety of common responses and examples in the following table.



Neutral Questions	Responses	Examples
	<p>Note: The adjectives in the responses below are in order of best (you are happy) to worst (you are not happy).</p> <p>It's common and polite to say "thank you" and then ask the question back.</p>	
How are you?	<p>I'm . . .</p> <p>excellent! / great! / very good! / really good! / good. / pretty good. / fine. / okay.</p> <p>Note: Sometimes, we use <i>fine</i> when things are <i>not</i> fine. Listen for the tone of voice to give you a hint whether <i>fine</i> means good or not.</p>	<p>I'm great! You? Pretty good. Good, thanks. And you?</p>
How are you doing?	<p>I'm doing . . .</p> <p>well. / good. / fine. / okay.</p>	<p>I'm doing okay. Fine. And you?</p>
How are things?	<p>Things are . . .</p> <p>pretty good. / fine. / okay. / all right. / not bad.</p> <p>Note: The expression <i>not bad</i> can mean "good!"</p>	<p>Things are pretty good. All right. How are you things with you?</p>
How's it going?	<p>It's going . . .</p> <p>very well! / well.</p>	<p>It's going well. Very well! What about you? Good, thanks.</p> <p>Note: To answer this question, you should use an adverb; however, most people incorrectly use an adjective.</p> <p>It's common to hear these responses, too:</p> <p>Excellent! / Great! / Very good! / Really good! / Good. / Pretty Good. / Fine. / Okay.</p>



Informal Questions	Responses	Examples
What's happening? What's been happening? What's new? What's going on? What's been going on?	Not much. / Nothing. / Nothing much.	Not much. What about you? Nothing. You?

Very Informal Questions	Responses	Examples
What's up? Note: This question is often pronounced /Wassup / or even reduced to the single syllable /sup / like this: 'Sup?	Nothing. / Nothing much. / Not much. Note: <i>Nothing</i> is usually pronounced without the final /g/ sound like this: /nuthin/.	Nothing much. You? Not much.

Formal Questions	Responses	Examples
How are you today / this morning / this afternoon / this evening?	I'm doing well. / very well.	I'm doing very well, thank you. Well, thank you.

Additional Responses:

Add these two responses to be polite and continue the conversation:

1. Thank you. / Thanks!
2. What about you? / And you? / You?



Eye Contact and Facial Expressions

Now that you know different ways to greet people, let's learn about eye contact and the best facial expression to use, too. The two most important things to learn are these:

1. Make eye contact.
2. Smile.

Making Eye Contact

When you see or meet someone, look that person directly in the eyes. Eye-to-eye contact is called *making eye contact*. This is very important because it builds trust. See the DOs and DON'Ts below for making eye contact.

Tips for Making Eye Contact

DOs	DON'Ts
<ul style="list-style-type: none"> • Look this person directly in the eyes • Hold a steady gaze 	<ul style="list-style-type: none"> • Do not look away • Do not look at someone's forehead • Do not look down

Smiling

When you meet someone for the first time or you see someone you already know, smile! It's an easy facial expression to make and it helps to build relationships. Smile often. =) There are times, however, when smiling isn't appropriate. These include:

- When you hear bad news
- When you have to tell someone bad news
- When you apologize



Introducing Yourself

Now that you know how to greet people and what body language and facial expression to use, it's time to learn how to introduce yourself. There are many ways to do this. Let's talk about the most common ways to introduce yourself, specifically expressions and body language. The rule of thumb is to smile whenever you meet someone.



IRL

In the United States, it's customary to introduce yourself to people you do not know when you are in a shared situation, such as sitting next to someone in class or being on the same sports team. It's not common to introduce yourself to strangers in public.

Expressions to Use When Introducing Yourself

What are the things we say when we introduce ourselves? In the following table, see the expressions we often use.

Common	Less Common
I'm _____ (say name).	My name is _____ (say name).
(Say name.) Note: If it's an informal situation, your first name is all you need to say. If it's a more formal situation, say your first and last name.	

Usually, if you introduce yourself first, the other person will voluntarily reciprocate with their name. It's generally not necessary to ask someone what their name is.



Tips on Names

In the United States, there are many people from all over the world. Everyone's name is unique and important to them, so be sure you hear and understand another person's name clearly. If you don't understand the name they said, ask for clarification. You can do this politely by smiling and:

- Repeating back the name you heard with a rising intonation to check if you heard it correctly
- Asking for repetition if you're uncertain with rising intonation, using expressions like these:
 - Could you repeat your name, please?
 - I'm sorry, what was your name?
 - Did you say (repeat what you heard) . . . ?

A good practice is to repeat back the name you heard so you remember it. People like to hear their names, so it's perfectly acceptable to do this.

Saying Your Name Clearly

Here are some tips for saying your name clearly. These are tips for saying your first and last names:

- Say your first and last names **slowly**. Slow down a lot! Say it slower than you're used to.
- **Pause for a moment** between your first (given) and last (sur or family) name, so people can hear each name clearly.
- Use **rising pitch** on your first name and **falling pitch** on your last name.
- **Pronounce each syllable** of your name. Don't skip syllables or say them too quickly.
- **Smile** and **give a helpful tip** for pronouncing your name correctly.

**IRL**

One of my friends knows her name is not common, so when I met her she gave me a tip to help me remember her name and I've never forgotten it. She said, "Hi! I'm Jana. Like *banana*." She *broke the ice**, we both laughed, and I've pronounced her name correctly since that moment. You can do this, too. If you have a unique name, you can create a quick way for people to remember it with a rhyme or other tip to make it easy to remember.

**Note:* To "break the ice" means to break the silence by speaking to make people feel more comfortable in a new situation.

Body Language to Use When Introducing Yourself

The most common body language to use is the handshake. We use it for people of any age and any sex. Anyone can initiate a handshake. It is neutral and it can be used in most situations. Informal alternatives to the handshake are a fist bump, a high five, the elbow bump, and the "air hug" if you are practicing physical distancing. See the BTW sidebar for some tips on how to give "air" versions of these.

How to Shake Hands

- Shake with your **right hand**.
- Extend your arm out so that you are **one arm's length away** from the other person.
- Your elbow should be close to your body.
- Put the palm of your hand firmly in the other person's hand and **shake once or twice**.
- Shake **firmly**. Do not shake too quickly.
- Hold his/her hand firmly—**not too strongly and not too lightly**.
- **Then, let go** of the person's hand.
- **Look the person in the eye and smile** when shaking hands.

BTW

In a time when many people are physically distancing themselves from others, "air" fist bumps, high fives, and elbow bumps are appropriate and acceptable. The "air" part means that you never make physical contact with another person. Rather, you show the gesture of a fist bump, for example, without actually bumping your fists together.



Note: In general, it is **impolite to not shake hands** if someone extends a hand for a handshake. However, if you don't want to shake hands, you can smile and nod with your hands behind your back, or you can offer an "air" handshake, a fist bump, an elbow bump, or a high five. You may also offer a short explanation such as "I'm not feeling well today."

How to Fist-Bump or Elbow-Bump

To fist-bump someone, you extend your right arm out at full arm's length with the knuckles of your fist pointing forward. The other person will do the same and your fists will "bump." For an elbow bump, extend your right elbow forward instead of your fist. If you have a cold or you're physically distancing, you can also offer an "air" fist bump or elbow bump. In this case, offer a smile and a fist or elbow at a distance.

Saying Goodbye

When we leave or when others leave, we say goodbye. In the following table are some common expressions we use.

Neutral	Informal	Very Informal	Formal
Bye.	Bye-bye.	Later.	Goodbye.
See you later / soon.	See you. / See you around / See ya. / See ya 'round.	Later, _____ (expression of friendship) Example: Later, dude.	Take care.
	Talk to you later.		See you (day / time).



If you are saying goodbye to someone you just met, you can also add these expressions:

Neutral	Informal	Very Informal	Formal
Good / Great to meet you. Good / Great meeting you.			It was nice / great / good / a pleasure meeting / to meet you. / Pleasure meeting you. / A / My pleasure.

Small Talk

Small talk is the brief conversation we have when we first meet someone. It's usually light in tone, and it's focused on simple, relevant, nonpersonal, and noncontroversial topics such as the weather, shared situations, and physical surroundings. It can start as a statement or a question directed at someone near you. Small talk is helpful when you want to acknowledge another person's presence or to break the ice.

Topics for Small Talk

The expressions we use for small talk usually depend on the situation, but there are some common topics that we use. See some of these types of situations and examples of small talk on the following page.



Examples of Places/Situations in the Same Physical or Virtual Location	Common Topics	Examples of Small Talk
	<ul style="list-style-type: none"> • Your physical / virtual surroundings • Topic relevant to why you are in this place • Technology or devices • Weather 	
In a face-to-face class	Topic: Homework	Student 1: Did you finish the homework? Student 2: Yeah, but it was hard.
At lunch (in the cafeteria or at a café)	Topic: Food	Student 1: This pizza is hot! Student 2: Yeah, and good.
Outside school gymnasium	Topic: Sports game after school	Student 1: Are you going to the game? Student 2: Nah, I have homework.

We say “no” in many different ways. Here are some **informal ways we say “no”**: *nope, no way, nah, nuh-uh, negative*, and *yeah, right* (which is sarcastic). Here are some ways that high schoolers say “**no**” to invitations: *I’ll let you know; probably not, maybe, and possibly*.

**IRL**

Text lingo: Students text each other using acronyms, icons, emoticons, and emojis. In addition to the different ways that we say *no* listed on the last page, the following are some alternative ways that high school students say *no* on a text:

- **These first three are sarcastic:**
 - LOL (LOL stands for Laugh Out Loud.)
 - LOLLLL (Multiple *Ls* indicate exaggeration.)
 - HAAAAHAAA (Capital letters and multiple *As* also indicate exaggeration.)
 - idk or IDK (idk / IDK stands for I Don't Know, but it is sometimes used to say *no* politely, especially to an invitation.)

Success Strategy: Naming the Elephant

One strategy you can use to create successful communication is to “**name the elephant in the room.**” This is an expression that means you are stating something obvious that no one wants to talk about. To take control of your communication and build your confidence, **tell people you are learning and practicing English.** When you do this, you are taking responsibility for your communication and you are helping to create effective communication. Ultimately, you are showing people you care about understanding them and being understood by them. This is a great way to achieve successful communication. Here are some ways you can do that. Use one that is appropriate for your situation. Smile when you say these sentences!

- I'm practicing my English, so if I'm not clear, please let me know.
- I'm working on my English pronunciation. Am I saying that correctly?
- I'm working on my English. Is that the right word?
- English is my second/third/fourth language. Did I say that right?

You can use any combination of these sentences. By using this name-the-elephant-in-the-room success strategy, you can become an effective communicator, and it makes a great impression!



Simple Present Tense: Asking and Answering Questions

Being able to ask clear questions is a skill that every English learner needs. There are two main types of questions: the **yes/no question**, which requires a yes or no answer, and the **information question**, which usually begins with a WH-word or phrase, such as *when* or *where*, and asks for specific information about a topic, such as location, time, and manner. Note that when we meet people, we often use the **simple present verb tense** in questions. You will learn more about this verb tense in Chapter 2. Let's take a closer look at these two types of questions and how to form them.

Forming Yes/No Questions

Yes/no questions with the verb BE are formed differently than yes/no questions with all other verbs. See how to form them and read examples of each on the following page.



Yes/No Questions in the Simple Present Verb Tense

	With the BE Verb	With All Other Verbs
Example sentences:	1. Are you a student here?	2. Do you go here?*
Forming yes/no questions—use this formula:	BE verb + subject + rest of question + ?	Auxiliary verb DO / DOES + subject + base form of the main verb + rest of question + ?
Example sentence illustrated: <u>BE and main verb bolded and underlined;</u> [DO auxiliary bracketed;] (Subject circled)	Are (you) a student here? Notice that the BE verb—in this case <i>are</i> —goes before the subject, <i>you</i> . Inverting the subject and verb is required to form a yes/no question with the <i>BE</i> verb.	[Do] (you) go here? * Notice that the DO auxiliary verb goes before the subject, <i>you</i> . Then the main verb comes after the subject. To form a yes/no question with every other verb, you must use the DO auxiliary at the beginning, then use statement word order so that the subject comes before the main verb.

***Note:** *Do you go here?* is an expression we use to ask, *Do you attend this school?*

PRONUNCIATION

► **Note:** When we ask yes/no questions, we usually say it with rising pitch. This means that our voice uses a higher pitch at the end of the question. When people hear a rising pitch, they know that you are looking for an answer and they will respond. See the Appendix for more about end-of-sentence pitches.

Notice that yes/no questions with the BE verb are simple to form: you invert the order of the subject and BE verb to form a question. However, with all other verbs, yes/no questions require the DO auxiliary verb and the statement word order for the subject and main verb. See examples of both kinds of questions.



Yes/No Questions in the Simple Present Verb Tense

	With the BE Verb	With All Other Verbs
<p>Examples</p> <p>Note that the verb in each question is underlined.</p> <p>Notice the subject-verb agreement of BE or Do with the subject of the sentence.</p>	<ul style="list-style-type: none"> • <u>Are</u> you a student here? • <u>Is</u> she your teacher? • <u>Are</u> they your friends? • <u>Is</u> it a fun class? • <u>Are</u> we late? • <u>Are</u> the tests hard? 	<ul style="list-style-type: none"> • <u>Do</u> you <u>go</u> here? • <u>Does</u> she <u>give</u> a lot of homework? • <u>Do</u> they <u>complete</u> the homework every day? • <u>Does</u> the lecture <u>help</u> you? • <u>Do</u> we <u>sit</u> in the front of the class? • <u>Do</u> they <u>require</u> essay answers?

Notice that the BE verb and the DO auxiliary verb must agree with the subject in the sentence. This is called **subject-verb agreement**. This is often indicated with the acronym SVA. For sentences that use the DO auxiliary, the **main verb is always in its base form**, which means there are no verb endings. The only subjects that use *does* are *she*, *he*, and *it*. *She*, *he*, and *it* do not agree with *do*. The following table shows how this works.

	DO Auxiliary Verb	Subject	Main Verb
Singular subject	Do	I	study every night?
	Do	you	study every night?
	Does	she	study every night?
	Does	he	study every night?
	Does	it	matter?
Plural subject	Do	we	study every night?
	Do	you	study every night?
	Do	they	study every night?



Now that you know how to form yes/no questions in the simple present verb tense, let's consider typical short answer replies to these questions.

Forming Contractions

In natural speech, we use contractions. A contraction is two or more words combined to make one word. We use apostrophes to indicate where letters are omitted. For example, to make a contraction with *do* + *not*, we omit the *o* in *not* and replace it with an apostrophe like this: *don't*. Similarly, to contract *does* + *not*, we omit the *o* in *not* and replace it with an apostrophe like this: *doesn't*. **To make contractions with the BE verb**, there are a couple of different options. With the subject pronouns *he*, *she*, *it*, *you*, *we*, and *they*, we can contract them in two ways:

1. Combine the subject pronoun with the BE verb in affirmative and negative forms (they are = they're / they are not = they're not).
2. Combine the BE verb with the negative *not* (they are not = they aren't).

There is only one way to contract *I am not*, and that is to make a contraction with the subject pronoun *I* and the BE verb *am* whether it's affirmative or negative (*I am* = *I'm* / *I am not* = *I'm not*). See examples of contractions with the BE verb.

Using Contractions with the BE Verb

Subject Pronoun	BE Verb	Negative	Contraction
I	am	-	I'm
I	am	not	I'm not
You	are	-	You're
You	are	not	You're not / You aren't
She	is	-	She's
She	is	not	She's not / She isn't

(continued)