

Habits, Customs, and Routines

In this chapter you will learn about:

Speaking

- ✓ How to talk about habits, customs, and routines
- ✓ How to introduce two people to each other

Vocabulary, Reading, and Writing

- ✓ Adverbs of frequency
- ✓ Vocabulary for family members
- ✓ Vocabulary related to daily activities
- ✓ How to read actively
- ✓ The difference between a passage's topic and main idea
- ✓ Subject-verb agreement
- ✓ Proper nouns
- ✓ Phrasal verbs related to routines

Grammar

- ✓ The simple present verb tense
- ✓ How to ask questions about frequency with non-BE verbs using *do*
- ✓ Third person singular with the simple present
- ✓ *Who* questions with the simple present verb tense
- ✓ Yes/no questions with answers for the simple present

Body Language

- ✓ To wave someone over (to you)

In this chapter, you will practice the grammar, spelling rules, and vocabulary to describe your habits, customs, and routines. To improve your reading skills, you will practice reading actively and discover the difference between a topic and a main idea. To practice writing, you will learn subject-verb agreement and how to capitalize proper nouns.



Talking About Habits, Customs, and Routines

We often talk about habits and activities. We do some activities every day. We do some activities every week, every month, or every year. What activities do you do regularly? Identify your habits, customs, and routines and how often you engage in them. Create a list of them. See the examples.

Activities I Do Every Day	Activities I Do Every Week	Activities I Do Every Year
<u>Brush my teeth</u>	<u>Go to the park</u>	<u>Visit my family in Mexico</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now, look at the following list of habits, customs, and routines. How often do you perform them?



Exercise 2.1

Match the activities and customs on the right with the frequency on the left.

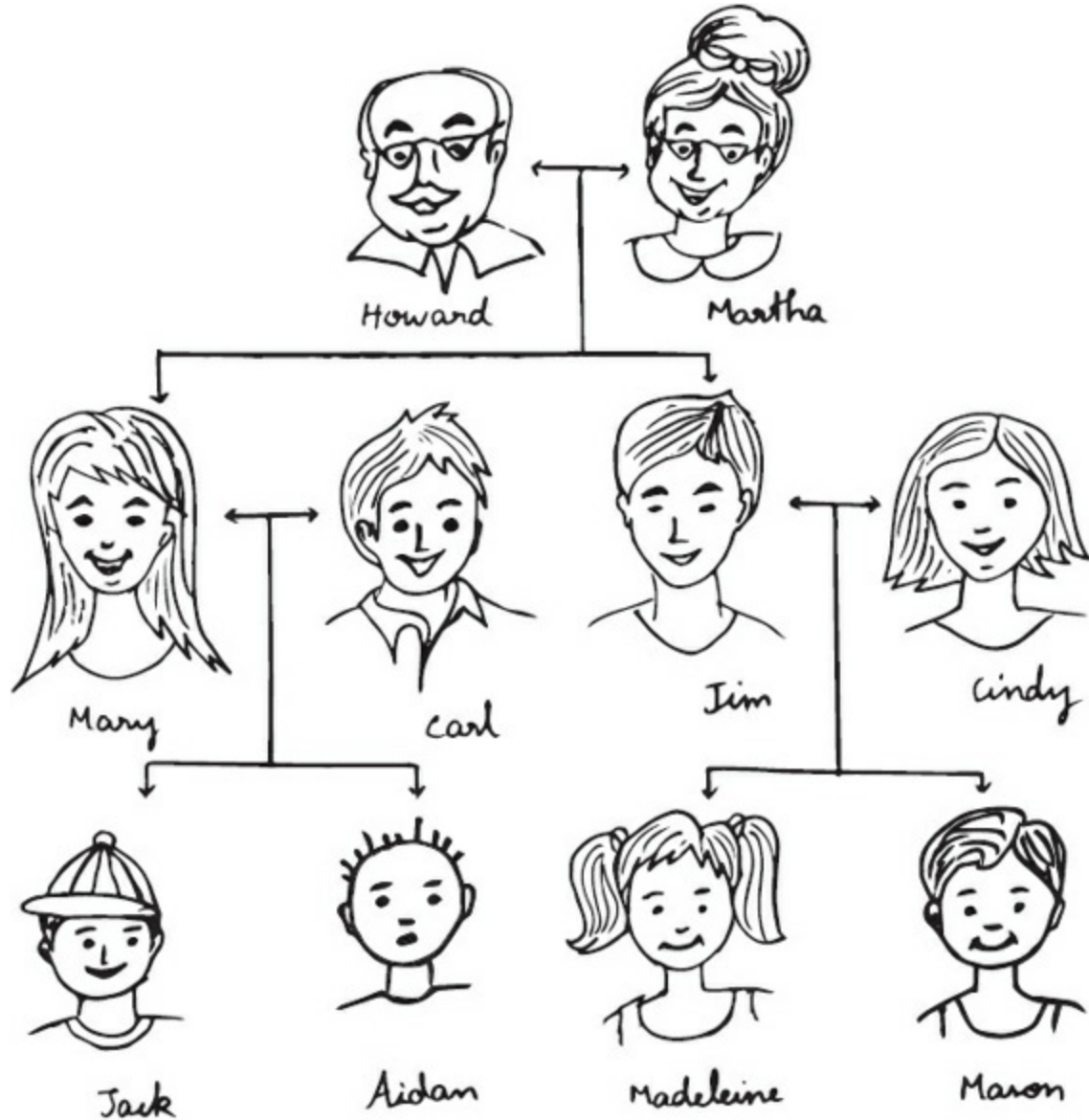
- | | |
|------------------|-------------------------|
| Every day | Take a shower |
| Every week | Go to work/school |
| Every six months | Go to the dentist |
| Every year | Celebrate your birthday |
| | Eat lunch |
| | Take a vacation |
| | Play in the park |
| | Exercise |

Now that you have been introduced to habits, customs, and routines, let's learn some vocabulary about family.



Talking About Family

Meet the Anderson family.



Let's practice vocabulary for family members.



Exercise 2.2

Look at the Anderson's family tree. Complete the sentences about their relationships using the vocabulary given.

grandfather	grandmother	grandparents	mother	father
wife	husband	parents	sister	brother
child	children	aunt	uncle	niece
nephew	granddaughter	grandson	grandchild	grandchildren
cousins	sister-in-law	brother-in-law	siblings	relatives



Remember

To show possession in English, we use an apostrophe and the letter *s*. For example, to show that Martha is the mother of Mary, we write *Martha is Mary's mother*.

- Howard and Martha are Mary's _____.
- Mary and Jim are _____.
- Cindy is Jim's _____.
- Madeleine and Mason are Jim and Cindy's _____.
- Jack is Aidan's _____.
- Madeleine is Mason's _____.
- Howard and Martha's grandchildren are _____, _____, _____, and _____.
- Madeleine is Mary and Carl's _____.
- Aidan is Jim and Cindy's _____.
- Carl is Jim's _____.
- Cindy is Carl's _____.
- Jack and Mason are _____.



Culture Note

In North America, the word *kid* is often used instead of *child*, and *kids* is often used instead of *children*.



Exercise 2.3

Create a family tree for your family. Place each person's name under his or her picture.



Exercise 2.4

Create sentences showing the relationships of your family members. Use the vocabulary for family members listed in Exercise 2.2. Remember to use an apostrophe + s to show relationships.

1. _____
2. _____
3. _____
4. _____
5. _____



Exercise 2.5

Let's look at the daily activities that Cindy and Jim Anderson do. Some of the verbs describing their activities are missing. Complete the sentences with the verbs given.

gets up finishes walk arrives makes picks up
eats goes puts relax watches



Morning

Jim (1) _____ at 5:00 A.M. He goes to the gym and exercises for an hour. At 6:30 A.M., he showers at the gym. Cindy wakes up at 6:00 A.M. She (2) _____ breakfast for the family. At 7:30 A.M., Cindy, Madeleine, and Mason (3) _____ to the bus stop. Cindy goes home and takes a shower at 7:45 A.M. For breakfast, Jim always drinks a protein shake. He drives to work, where he (4) _____ at 7:00 A.M. At 8:30 A.M., Cindy catches the bus to work.

Noon

Cindy usually has lunch with coworkers. Jim often goes to a restaurant for lunch.

Culture Note: In English, people *have* and *eat* lunch. They do not *take* lunch.

Afternoon

Cindy (5) _____ work at 5:00 P.M. and goes home. Sometimes, she takes a walk in the park after work. Jim leaves work at 3:30 P.M. and (6) _____ his kids at school. He takes Mason to baseball practice and Madeleine to soccer practice.

Evening

Jim and the kids go home for dinner. At 6:30 P.M., Cindy (7) _____ dinner with her family. After dinner, she helps her children with their homework, while Jim (8) _____ TV.

Nighttime

At 8:30 P.M., Cindy (9) _____ her kids to bed. After Madeleine and Mason go to bed, Jim and Cindy (10) _____. Jim (11) _____ to bed around 10:30 P.M., and Cindy follows around 11:00 P.M.

Around and about mean “approximately.”



Culture Note

In North America, the suffix **-ish** may be used for estimating times; for example, *Jim goes to bed at 10:30ish*.

Grammar: Using the Simple Present Verb Tense

In English, we use the simple present verb tense to talk about habits, customs, and routines. Let's look at some example sentences.

EXAMPLE 1: *Cindy wakes up at 6:00 A.M.*



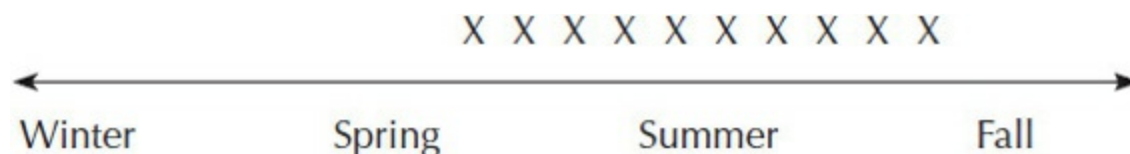
Cindy doesn't wake up early on weekends, but she wakes up at 6:00 A.M. every weekday. It's a habit.

EXAMPLE 2: *Jim visits his parents in Florida every winter.*



Jim usually visits his parents in Florida every year, although one year, he is sick and doesn't go. His visit is an activity he plans every year.

EXAMPLE 3: *They barbecue every weekend in the summer.*



The Anderson family makes dinner on the barbecue every Saturday and Sunday during the summer. They don't barbecue in the winter, and they sometimes barbecue in the fall and spring, but they always barbecue in the summer. It's a custom.

To **barbecue** means to cook food outside on a grill. A **barbecue** is an outdoor grill. **Culture Note:** In Australia, the slang expression for a *barbecue* is a *barbie*.

Simple Present: Forming the Affirmative

Read the example sentences in the following table aloud.

SUBJECT OR SUBJECT PRONOUN	VERB IN SIMPLE PRESENT FORM	EXAMPLE SENTENCES
I/You/We/ They	take	They <i>take</i> the bus to work. / Jim and Cindy <i>take</i> the bus to work.
He/She/It	takes	She <i>takes</i> the bus to work. / Cindy <i>takes</i> the bus to work.

Important: With *he*, *she*, and *it*, you must use the third person singular verb tense. To form the third person singular with most verbs, you add **-s** at the end of the verb. See more spelling rules in the Appendix.

Simple Present: Irregular Verb Forms

Some verbs are irregular, meaning they do not follow the normal rules. See the following list of common irregular verbs. See a list of irregular verbs in the Appendix.

I/YOU/WE/ THEY	HE/SHE/IT
have	has
do	does
go	goes

Pronunciation Tip: *Do* and *does* are pronounced with different vowel sounds: *do* is pronounced /**du**/, and *does* is pronounced /**dəz**/. However, the vowel sounds in *go* and *goes* are the same: /**gou**/ and /**gouz**/. See the Appendix for a complete list of International Phonetic Alphabet symbols.



Exercise 2.6

Complete the sentences with the correct simple present verb form.

EXAMPLE She <u>relaxes</u> after she puts the children to bed.	relax	relaxes
1. Mason _____ baseball after school.	play	plays
2. Madeleine _____ soccer after school.	play	plays
3. They all _____ dinner at around 6:30 P.M.	eat	eats
4. Mason and Madeleine _____ their homework every night.	do	does
5. Every year, they _____ Cindy's birthday in the park.	celebrate	celebrates
6. The kids _____ to the dentist every six months.	go	goes
7. Jim _____ five days a week.	work	works
8. Cindy and her children _____ to the bus stop on school days.	walk	walks
9. Madeleine _____ more homework than Mason.	have	has
10. Mason _____ younger than Madeleine.	are	is

Pronunciation Tip: Three Different -s Ending Sounds

In English, we make three different sounds for the final -s in plural count nouns, such as toys and pets. It is also found in possessive nouns and pronouns, such as its and Jane's, and in third person singular simple present verbs, such as takes and gives.

The sound of the -s ending is determined by the last consonant sound in the word. For example, let's look at the word *take*. The last consonant sound in *take* is /k/. The /k/ sound is voiceless, so the sound of the -s ending will be /s/. Another example is the word *give*. The last consonant sound in *give* is /v/. The /v/ sound is voiced, so the sound of the -s ending will be /z/.

The following table provides a list of the sounds and rules.

SOUND	/s/	/z/	/ɪz/
Examples	takes, stops, puts, makes, starts, its, Pat's, Jeff's, tips, socks	drives, gives, does, says, shows, loves, homes, schools, rings, Rob's	wishes, misses, watches, chooses, judges, Mitch's, Jones's, houses
Final consonant sounds	/t/; /f/; /p/; /k/; /θ/	/m/; /n/; /d/; /v/; /b/; /g/; /l/; /w/; /y/; /ŋ/; /ð/; all vowel sounds	/s/; /z/; /tʃ/; /dʒ/; /ʃ/; /ʒ/
Rules and notes	This final -s sounds like a snake: <i>sss</i> . It is a voiceless sound because it does not engage the vocal cords; only air is used to make the sound. Put your hand on your throat as you make this sound; there is no vibration.	This final -s sounds like a /z/. It is a voiced sound because it engages the vocal cords, meaning the vocal cords vibrate. Put your hand on your throat and feel the vibration as you make the sound <i>zzz</i> .	This ending adds a syllable to the word. It is a voiced sound and pronounced like the BE verb <i>is</i> .



Exercise 2.7

Look at the third person singular verbs, plural count nouns, and possessives that follow. Identify the last consonant sound each has before the -s ending. Then check the preceding table. Does the -s ending sound like /s/, /z/ or /ɪz/? Choose the correct sound. The first one has been done for you.

1. decides /s/ /z/ /ɪz/ /z/
2. starts /s/ /z/ /ɪz/ _____
3. dances /s/ /z/ /ɪz/ _____
4. cars /s/ /z/ /ɪz/ _____
5. problems /s/ /z/ /ɪz/ _____
6. Mary's /s/ /z/ /ɪz/ _____
7. Peng's /s/ /z/ /ɪz/ _____
8. Jack's /s/ /z/ /ɪz/ _____



Exercise 2.8

Think of two plural count nouns, two possessives, and two third person singular simple present verbs. Then choose the correct **-s** ending sound for each.

PLURAL COUNT NOUN	POSSESSIVE	THIRD PERSON SINGULAR VERB
_____ /s/ /z/ /ɪz/	_____ /s/ /z/ /ɪz/	_____ /s/ /z/ /ɪz/
_____ /s/ /z/ /ɪz/	_____ /s/ /z/ /ɪz/	_____ /s/ /z/ /ɪz/



Exercise 2.9

Create sentences about your habits, customs, and routines. Think about your family's habits too. You may use the following verbs or other verbs. Use the third person singular in two of the sentences.

go do walk work play exercise eat sleep wake up make
arrive leave relax cook visit celebrate get drive get up take catch

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

Simple Present: Forming the Negative

To form the negative simple present verb tense, you must use the verb helper *do* plus *not*. The main verb must take the base form. The following table shows how to form the negative simple present tense. Read the example sentences aloud.

SUBJECT OR SUBJECT PRONOUN	DO OR DOES	NEGATIVE	BASE FORM OF VERB	EXAMPLE SENTENCES
I/You/We/ They	do	not	take	I do not take the bus to work.
He/She/It	does	not	take	He does not take the bus to work.

Important: Do not add **-s** to the main verb if it's negative. See the example sentences.

INCORRECT: *He does not takes the train to work.*

CORRECT: *He does not take the train to work.*



Exercise 2.10

Complete the sentences with the correct negative form of the simple present verb.

EXAMPLE Joseph <u>does not</u> play basketball after school.	do not	does not
1. Miriam _____ work on weekends.	do not	does not
2. Abdul and Moe _____ study every night.	do not	does not
3. Mr. Shane _____ work on Mondays.	do not	does not
4. Ms. Schuler _____ teach in the summer.	do not	does not
5. They _____ go to the movies every weekend.	do not	does not
6. Pamela and Jasper _____ play soccer.	do not	does not

Simple Present: Forming Negative Contractions

In English, we often speak using contractions. It's less formal. We also use contractions when writing informally. Read the example sentences aloud.

SUBJECT OR SUBJECT PRONOUN	DO OR DOES	NEGATIVE	CONTRACTION OF DO AND NEGATIVE	BASE FORM OF VERB	EXAMPLE SENTENCES
I/You/We/They	do	not	don't	take	I don't take the bus to work.
He/She/It	does	not	doesn't	take	He doesn't take the bus to work.

Now that you know how to form negative contractions in the simple present verb tense, let's practice.



Exercise 2.11

Form sentences using the words given. First, create the negative form of the simple present verb, and then create the negative contraction.

EXAMPLE Griffin / NEGATIVE / go / to school on weekends.

Griffin does not go to school on weekends.

Griffin doesn't go to school on weekends.

1. Charlie / NEGATIVE / play / hockey.

2. Cindy / NEGATIVE / drive / to work.

3. Jack / NEGATIVE / play / a musical instrument.

4. Joshua and Sybil / NEGATIVE / go / to college.

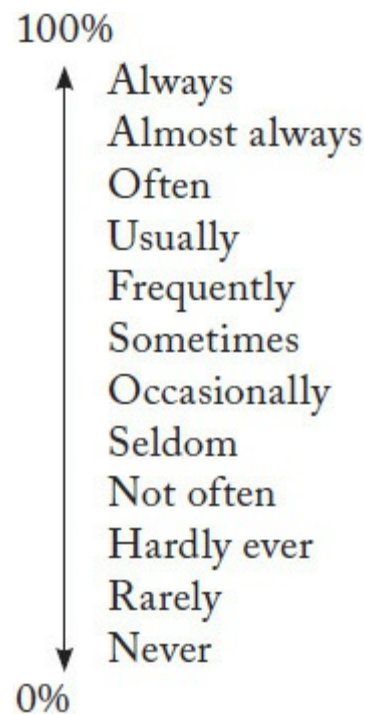
5. Sharon and her sister / NEGATIVE / work / at night.

6. I / NEGATIVE / exercise / in the morning.

7. We / NEGATIVE / finish / work at the same time every day.

Grammar: Using Adverbs of Frequency

When we talk about habits, customs, and routines, we use adverbs of frequency. In most cases, the adverb of frequency is placed *before the verb*. However, if the BE verb is the main verb, then the adverb of frequency is placed *after the BE verb*. The following chart shows common adverbs of frequency organized by meaning. Read the example sentences aloud.



EXAMPLE 1: Jim *never* **takes** the bus to work.

EXAMPLE 2: Mason *always* **does** his homework after dinner.

EXAMPLE 3: Madeleine **is** *usually* finished with her homework before Mason.

Now, let's practice using adverbs of frequency in sentences. Be sure to put the adverb in the correct place. Use the example sentences to guide you.



Exercise 2.12

Create sentences using the words given. Be sure to use the correct form of the simple present verb tense. He, she, and it require the third person singular form.

EXAMPLE Shelby / ADVERB OF FREQUENCY / go / to school on weekends. (never)
Shelby never goes to school on weekends.

1. Takako and Jun / ADVERB OF FREQUENCY / eat / breakfast. (always)

2. Solomon / ADVERB OF FREQUENCY / take / a shower / in the morning. (often)

3. They / ADVERB OF FREQUENCY / drive / to work / Monday through Friday. (usually)

4. I / BE / ADVERB OF FREQUENCY / late / for work. (hardly ever)

5. She / ADVERB OF FREQUENCY / walk / to work. (seldom)

6. Hildegard / ADVERB OF FREQUENCY / exercise / before work. (sometimes)

7. Julius and his brother / ADVERB OF FREQUENCY / take / the bus to school. (frequently)

8. You / BE / ADVERB OF FREQUENCY / late for school. (occasionally)

9. We / ADVERB OF FREQUENCY / miss / class. (hardly ever)

10. Oscar / BE / ADVERB OF FREQUENCY / tired / by 9:00 P.M. (always)



Exercise 2.13

Create sentences about your habits, customs, and routines using the adverbs of frequency given. Remember that the adverb of frequency usually goes before the verb. However, if you are using the BE verb, the adverb of frequency follows it.

1. often _____

2. sometimes _____

3. seldom _____

4. never _____

Asking About the Frequency of Activities with the WH Question

How Often

In conversation, we ask questions about the frequency at which someone does an activity. We use *how often* to start these questions. As you review the following table, read the example sentences aloud.

WH QUESTION PHRASE—HOW OFTEN	DO OR DOES	SUBJECT OR SUBJECT PRONOUN	BASE FORM OF VERB	REST OF SENTENCE + QUESTION MARK	EXAMPLE SENTENCES
How often	do	I/you/we/ they	take	the bus to work?	How often do you take the bus to work?
How often	does	he/she/it	take	the bus to work?	How often does she take the bus to work?



Pronunciation Tip

Use falling pitch with information questions, which begin with a WH question word such as *who, what, when, where, why, how, which one, how many, how much, what kind, and how often*. See the pitch chart in the Appendix for more information.

Let's look at some examples of questions about frequency:

How often does she play basketball after school?

How often does he finish his homework before dinner?

How often do they play volleyball in the park?

How often do you take singing lessons?

How often does Nate help you clean?

How often do the kids watch movies?

How often does Li vacuum the house?

How often does she play with her friends?

Now, let's practice writing questions of frequency using the simple present verb tense.



Exercise 2.14

Create sentences using the words given. Be sure to use the correct form of do. Review the table on how to form questions of frequency, and use the example sentences to guide you.

EXAMPLE How often / DO / John / play / baseball?

How often does John play baseball?

1. How often / DO / Etta / watch / TV?

2. How often / DO / Jay and Marcy / go / to the mall?

3. How often / DO / Mom / shop / for groceries?

4. How often / DO / you / do / your homework?

5. How often / DO / they / eat / dinner at restaurants?

6. How often / DO / your sister / make / your breakfast?

7. How often / DO / we / miss / the bus?

8. How often / DO / Adele / visit / her grandparents?

Now let's learn how to answer questions of frequency. You can use a complete sentence; this is called a long answer. You can also give a short answer, which uses only the adverb of frequency. Examples are shown here.

QUESTION OF FREQUENCY: How often does she take the bus to work?

LONG ANSWER: She always takes the bus to work.

SHORT ANSWER: Always.



Exercise 2.15

Form questions of frequency about the Anderson family's activities. The long answers are done. Use these long answers to help you form the questions. Then create short answers.



madeleine



Mason



cindy



Jim

EXAMPLE QUESTION: How often does Mason play baseball after school?

LONG ANSWER: Mason often plays baseball after school.

SHORT ANSWER: *Often.*

1. QUESTION: _____

LONG ANSWER: Cindy never drives to work.

SHORT ANSWER: _____

2. QUESTION: _____

LONG ANSWER: Jim often has lunch at a restaurant.

SHORT ANSWER: _____

3. QUESTION: _____

LONG ANSWER: Madeleine always does her homework after dinner.

SHORT ANSWER: _____

4. QUESTION: _____

LONG ANSWER: Cindy and Jim always relax before going to bed.

SHORT ANSWER: _____

5. QUESTION: _____

LONG ANSWER: Cindy sometimes takes a walk in the park.

SHORT ANSWER: _____

Now that you have practiced asking questions of frequency, let's practice asking other WH questions.

Grammar: Asking WH Questions in the Simple Present Tense

In conversation, we ask many kinds of questions. We can ask about the location of, reason for, or manner of an occurrence. Let's look at some different WH question words we use.

WH QUESTION WORD	WHAT IT ASKS ABOUT	WH QUESTION WORD	WHAT IT ASKS ABOUT
Where	Location, place	Who*	People
When	Time, day, date	What time	Time
What	Something	Why/What for	Reason
		(informal)	
How many	Quantity (countable)	How much	Amount (uncountable)
How old	Age	How long	Duration
Which/Which one	Choice	How	Manner, condition, quality

*See the "Who Questions: The Simple Present" section later in this chapter for an explanation of how to form questions with *who*.

WH Questions: The Simple Present

Now, let's learn how to form questions with these WH words. Read the example sentences aloud.

WH QUESTION WORD	DO OR DOES	SUBJECT OR SUBJECT PRONOUN	BASE FORM OF VERB	REST OF SENTENCE + QUESTION MARK	EXAMPLE SENTENCES
Where	do	I/you/we/they	catch	the bus to work?	Where do they catch the bus to work?
How many siblings	does	he/she	have	?	How many siblings does she have?
Which dog food	does	Rex	like	?	Which dog food does Rex like?
Who/whom (object of verb)	does	Grandma Jo	pick up	at school?	Who/whom does Grandma Jo pick up at school?

Here are some examples of these different WH questions:

Where does he go every day after school?

Which bus does he catch to work?

Which one does she want?

Why does Mike walk to work? / *What* does Mike walk to work *for*?

When does Sally ride her bike to work?

How many children do they have?

How much time does Monica need to get to work?

How old is Xavier?

How does she get to school?

How long does the train ride take?

What time does he leave work?

Who refers to the subject of a sentence, while *whom* refers to an object of a sentence. In North America, these two words are often used interchangeably when referring to an object. See the Appendix for more information.

Now let's practice forming different WH questions using the simple present verb tense.



Exercise 2.16

Create sentences using the words given. Be sure to use the correct form of do. Review the table on how to form WH questions with the simple present verb tense, and use the preceding example sentences to guide you.

EXAMPLE Why / DO / Mack / work / on Saturdays?

Why does Mack work on Saturdays?

1. When / DO / your mother-in-law / arrive?

2. What time / DO / your children / get / home from school?

3. What / DO / Peter, Paul, and Mary / do / on the weekends?

4. Where / DO / Donna / play / hockey?

5. Which day / DO / you / sleep / late?

6. How many employees / DO / the company / have?

7. How much time / DO / we / get / for each break?

8. How long / DO / summer vacation / last?



Exercise 2.17

Form five questions using different WH question words. Be sure to follow the correct sentence structure and word order. Review the table, and use the example sentences to guide you.

1. _____

2. _____

3. _____

4. _____

5. _____

***Who* Questions: The Simple Present**

When *who* is the subject of the sentence, we do not add another subject, such as *I, you, we, they, he, she, or it*. In these questions, we do *not* use *do*. As you look at the following examples, read the example sentences aloud.

WHO (SUBJECT OF SENTENCE)	MAIN VERB IN SIMPLE		EXAMPLE SENTENCES
	PRESENT THIRD PERSON SINGULAR FORM	REST OF SENTENCE + QUESTION MARK	
Who	goes	to work on Sunday?	Who goes to work on Sunday?
Who	wants	to have pizza for lunch?	Who wants to have pizza for lunch?

Now let's read some example sentences:

Who bakes cookies every Saturday evening?

Who knows the bus schedule?

Who exercises every morning?

Who has the ball?

Note: When *who* is the subject of the sentence, we use the third person singular form with the simple present verb tense.



Exercise 2.18

Create sentences using the words given. Review the table on how to form Who questions with the simple present verb tense, and use the preceding example sentences to guide you. Be sure to use the third person singular form of the verb.

EXAMPLE Who / give / Olaf / a ride to work every day?

Who gives Olaf a ride to work every day?

1. Who / want / vanilla ice cream for dessert?

2. Who / need / the car tomorrow?

3. Who / need / to sleep more than six hours a night?

4. Who / take / a vacation every year?

5. Who / get / paid on Fridays?

6. Who / visit / the zoo every year?



Exercise 2.19

Form three questions using *who*. Be sure to follow the correct sentence structure and word order. Review the table, and use the example sentences to guide you.

1. _____
2. _____
3. _____

Now that you know how to form WH questions, let's see how to form yes/no questions.

Grammar: Yes/No Questions with Non-BE Verbs in the Simple Present Tense

In conversation, we ask questions about what people do. We frequently talk about our habits, customs, and routines. We use yes/no questions to start or maintain a conversation and answer these questions with either *yes* or *no*. Use *do* for yes/no questions in the simple present.

DO OR DOES	SUBJECT OR SUBJECT PRONOUN	BASE FORM OF MAIN VERB	REST OF SENTENCE	EXAMPLE SENTENCES
Do	I/you/we/they	study	every day after school?	Do you study every day after school?
Does	he/she/it	go	on vacation every year?	Does she go on vacation every year?



Pronunciation Tip

Use rising pitch at the end of yes/no questions, which usually indicate uncertainty. See the pitch chart in the Appendix for more information.

Let's look at some example sentences:

Does she play the tuba in the school band?

Do they attend religious classes every week?

Does she understand the homework assignment?

Do you know math really well?

Does it require technical assistance?

Do Mary and Jill have bicycles?



Exercise 2.20

Create sentences using the words given. Review the preceding table on yes/no questions with the simple present verb tense, and be sure to use the correct form of do. Use the example sentences to guide you.

EXAMPLE DO / Ellen / go / to the movies every Friday?

Does Ellen go to the movies every Friday?

1. DO / Marjorie and Tomas / sing / in the choir?

2. DO / your parents / go / on vacation to Europe every year?

3. DO / Davida / have / the same work schedule?

4. DO / Michel / play / football?

You can answer yes/no questions with long answers that use the complete verb tense and the rest of the sentence. Or you can give a short answer that includes only part of the verb tense. You can also give a quick answer of *yes* or *no*. All of these types of answers are acceptable. Note that long answers use the simple present tense form of the verb. Also note that the short answer uses only *do* or *does*.

YES/NO QUESTION: Does she like parties?

Affirmative Answers

LONG ANSWER: Yes, she *does like* parties.

SHORT ANSWER: Yes, she *does*.

QUICK ANSWER: Yes. (See [Chapter 1](#) for alternatives for *yes*.)

Negative Answers

LONG ANSWER: No, she *doesn't like* parties.

SHORT ANSWER: No, she *doesn't*.

QUICK ANSWER: No. (See [Chapter 1](#) for alternatives for *no*.)

When the answer is negative, we often provide a reason or cause for the negative answer. For example, we might say, "No, she doesn't. *She prefers to be alone.*"

Short Answers to Yes/No Questions: The Simple Present

We usually omit the main verb in short answers, as shown in this table.

YES OR NO + COMMA	SUBJECT OR SUBJECT PRONOUN	DO OR DOES	NEGATIVE	NEGATIVE CONTRACTION*
Yes,	I/you/we/they	do.		Yes, they do.
No,		do	n't.	No, they don't.
Yes,	he/she/it	does.		Yes, he does.
No,		does	n't.	No, he doesn't.

*There are no contractions for affirmative answers.



Exercise 2.21

Form yes/no questions with the simple present verb tense using the words given. Then create long, short, and quick answers to each question. Answer the questions affirmatively (yes) or negatively (no) as indicated.

EXAMPLE 1 DO / Karen / attend / the meetings / every week? (Yes)

QUESTION: Does Karen attend the meetings every week?

LONG ANSWER: Yes, she does attend the meetings every week.

SHORT ANSWER: Yes, she does.

QUICK ANSWER: Yes.

EXAMPLE 2 DO / Tad and his cousin / work out / every evening? (No)

QUESTION: Do Tad and his cousin work out every evening?

LONG ANSWER: No, they don't work out every evening.

SHORT ANSWER: No, they don't.

QUICK ANSWER: No.

1. DO / Felicity and her boyfriend / go / to an art museum / every month? (Yes)

QUESTION: _____

LONG ANSWER: _____

SHORT ANSWER: _____

QUICK ANSWER: _____

2. DO / Alexandra and Petrov / vacation / in Thailand / every winter? (No)

QUESTION: _____

LONG ANSWER: _____

SHORT ANSWER: _____

QUICK ANSWER: _____

3. DO / Minzhi / play / on a tennis team? (Yes)

QUESTION: _____

LONG ANSWER: _____

SHORT ANSWER: _____

QUICK ANSWER: _____

4. DO / Chun-Chieh / attend / music school? (No)

QUESTION: _____

LONG ANSWER: _____

SHORT ANSWER: _____

QUICK ANSWER: _____

Vocabulary: Phrasal Verbs for Daily Activities

In this section, we will learn some more phrasal verbs. In [Chapter 1](#), we discovered that phrasal verbs are verbs + prepositions and may have more than one definition. Let's look at some phrasal verbs related to daily activities and habits.



Exercise 2.22

Read the phrasal verbs on the left, then read the definitions on the right. You may know some of these verbs. Match each phrasal verb with the appropriate definition. For the verbs you do not know, take a guess. Some phrasal verbs can be separated with both a noun or pronoun. These are shown in **bold**.

- | | |
|---|--|
| 1. _____ to take someone out | a. to stop sleeping |
| 2. _____ to dress up / to dress someone up | b. to go on vacation |
| 3. _____ to work out | c. to relax and socialize |
| 4. _____ to wake up / to wake someone up | d. to go on a date and pay for someone |
| 5. _____ to get up | e. to dress formally |
| 6. _____ to hang out | f. to exercise |
| 7. _____ to get away | g. to get out of bed |



Exercise 2.23

Complete the sentences with the correct phrasal verb. Be sure to use the correct verb form, including the third person singular when necessary.

EXAMPLE They want to get away for the weekend.

1. He usually _____ with the alarm every day at 6:00 A.M.
2. Cassandra _____ with her friends every Saturday night.
3. David frequently _____ Julia _____ for dinner and a movie.
4. Mrs. Wilson seldom _____ when her alarm sounds. She likes to stay in bed for a few extra minutes every morning.
5. Debra _____ for church every Sunday morning. She wants to look very nice.
6. Anna and her brother _____ at the gym four days a week.



Introducing Someone

In the first chapter, you learned how to introduce yourself to someone. Now let's discuss what to do when you are talking to someone and want to introduce him or her to a third person. For example, Cindy and Jim are at a party, and Cindy's friend Arielle arrives. Cindy waves Arielle over, because she wants to introduce Arielle to Jim. Cindy can use the expression *This is* or *I want you to meet*. See

the example conversation that follows.

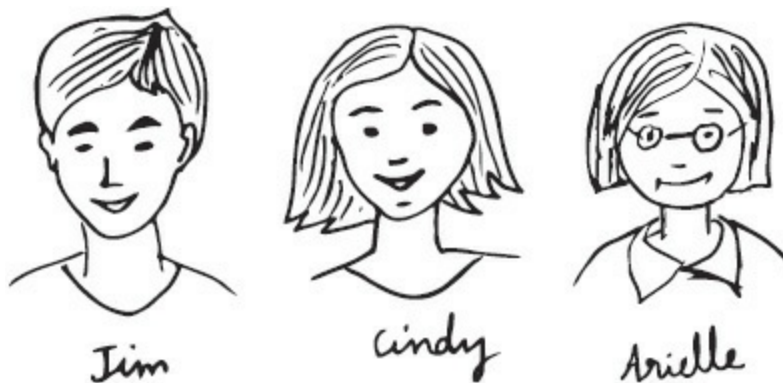


Wave Someone Over

To **wave someone over** is to use your body language to ask someone to join you. We use our hand and arm to wave someone over. The farther away someone is, the bigger the movement can be. We usually wave someone over with one hand—either the right or the left is acceptable. Start the wave with your hand extended at arm's length from your body. With your palm facing inward, bring your hand toward your chest by bending your elbow. Your hand should not touch your chest. You can repeat this gesture two times quickly.



Conversation: Introducing Someone to Someone Else



CONVERSATION

CINDY: Hello, Arielle! (Waves Arielle over. Arielle walks toward Cindy.)¹

ARIELLE: Hi, Cindy. How's it going?²

CINDY: Great, thanks! Jim, I want you to meet my friend.³ This is Arielle. Arielle, this is⁴ my husband, Jim. Arielle is my coworker who I often have lunch with.⁵

JIM: Very nice to meet you, Arielle.⁶ (Extends his hand.)

ARIELLE (shaking hands): Nice to meet you too, Jim. I've heard a lot about you.⁷

JIM (smiling): Really? I hope it's all good.⁸

ARIELLE (smiling): Oh, yes. Cindy speaks highly of you.⁹

CONVERSATION GUIDE

1. Greet and wave your friend over.
2. Your friend greets you. (See Chapter 1 for more greetings and expressions.)
3. Use the expression *I want you to meet* _____ or *I'd like you to meet* _____ and explain your relationship with him/her (*my friend*).
4. Immediately follow with the expression *This is* _____, and use the person's name. Repeat the process to introduce the second person to the first.
5. You can further explain your relationship with the new person. **Note:** This can also happen after the two people shake hands.
6. See Chapter 1 for more expressions.
7. *I've heard a lot about you* is a common expression when the relationships are constant and ongoing such as those between coworkers, colleagues, and close friends. This expression usually means that one person has heard positive things about the other.
8. The expression *I've heard a lot about you* can also refer to negative things. Here, Jim is friendly and joking when he says, "I hope it's all good." He knows his wife would only say good things about him to a coworker.
9. To **speak highly of someone** is to say positive things about that person. Other, less formal expressions: *Only good things.* / *All good.* / *Of course!*



Exercise 2.24

Arielle and Cindy are eating lunch together in the cafeteria at work. Fatima enters the cafeteria and sees Arielle. Arielle waves Fatima over to the table, so she can introduce Fatima to Cindy. Create a conversation in which Arielle introduces Fatima to Cindy. Use the preceding steps as a guide. Include notes about shaking hands. The conversation has been started for you.



ARIELLE: Hi, Fatima! (Waves Fatima over)

FATIMA (arriving at the table where Arielle and Cindy are eating): _____

ARIELLE (introducing Fatima and Cindy): _____

FATIMA: _____

ARIELLE: _____

CINDY: _____

FATIMA: _____



Reading About It

In this section, we'll practice identifying the topic and main idea of a passage while pre-reading. We will also practice reading actively. As you learned in [Chapter 1](#), when you read actively, you remember what you read. Reading actively means that you interact with the passage by writing in the margins, highlighting important points, and marking up the text. To **mark up the text** means to write marks in the text. There are many ways to accomplish this. Marks may include circling a new word, underlining a phrase, or drawing a question mark in the margin.



Remember

The three steps to reading effectively are as follows:

1. Pre-read
2. Read actively
3. Check your understanding

(See [Chapter 1](#) for more information on each step.) Before you read actively, you should pre-read the passage.

Let's Read Together

Pre-read the passage that follows. Remember: do not spend a lot of time pre-reading. We pre-read to find the topic and main idea of the passage quickly. Spend one to two minutes pre-reading. Follow these steps:

1. Read the title of the passage.
2. Read the first sentence of the paragraph.
3. Read the last sentence of the paragraph.

These sections are shaded for you.

A **paragraph** is a section of writing that contains one main idea. It is usually 3 to 20 sentences long.



José's New Job and New Life

José has a new job and a new life. Two weeks ago, he moved from Mexico to an English-speaking country. He moved because the job opportunities are better. He got a job with his brother's landscaping company, "Green Scapes." José and his brother, Carlos, make beautiful gardens for homes and businesses. They work very hard six days a week. José is also learning English so he can communicate with the customers. He goes to English class every Monday and Wednesday evenings. He studies his textbook and notes every day, and he practices speaking English every day at work. It is not easy, but he enjoys his new job and his new life.

Topics and Main Ideas

What is this story about? _____

You can see what the story is about by pre-reading the passage—reading the title, the first sentence, and the last sentence of the passage. The story is about José's new job and new life. Now, we must identify the topic and the main idea of the passage.

The **topic** is the subject of the reading. It is usually a broad category. The **main idea** is the primary point about the topic. It is a specific idea about the topic.

To find the topic of the passage, ask the question: *What is the subject of this passage?* The subject, or topic, in this passage is José.

To find the main idea of the passage, ask the question: *What about the topic, or What about José?* The main idea of the passage is José's new job and new life.

Now, what are the correct answers for these questions:

What is the topic? _____

What is the main idea? _____



Exercise 2.25

Following are two passages. Spend one minute pre-reading each passage. Ask the appropriate questions to find the topic and the main idea of each. See the preceding example. Identify the topic and the main idea.



Ravi and His Family

Ravi lives far away from his family in India. He misses his parents, siblings, and relatives. He moved to a new country for a job as a programmer at a computer company that makes software. Right now, the company is creating a new product. Ravi works on this product, so he is very busy. He works from 7:00 a.m. to 8:00 p.m. Monday through Friday. He usually works on Saturdays too. Sometimes he even goes to work on Sundays. Ravi wants to call his parents, but the time difference is big. They are usually sleeping when he calls. Ravi likes his new job, but he misses his family very much.

1. What is the topic? (What is the subject of this passage?)

2. What is the main idea? (What about the topic?)



Peng Gets an Education

Peng is learning a new educational system. He moved to the United States six months ago and is studying business and finance at a university. In China, he didn't go to his undergraduate classes. Instead, he read and studied the textbook. Peng easily passed all of his exams. He has great memorization skills. In the United States, however, there is a

different way of learning. At the university, he must attend classes. The professors talk about new ideas and discuss them with the students. They expect the students to have opinions about the topic. The exams are usually essay exams. Peng doesn't prepare for the exams by memorizing; he has a new way of studying. He reviews the annotations in his textbook and all of his class notes. He also discusses the topics with classmates. Peng practices writing for the essays too. He works hard to pass his exams. For Peng, this new way of learning is difficult but also fun.

3. What is the topic? (What is the subject of this passage?)

4. What is the main idea? (What about the topic?)

Let's look at some other examples of topics and main ideas. You will see two examples of a topic on the left and a few main ideas on the right. Notice that the topic is a large category, and the main ideas are specific ideas within that large category.

<i>TOPICS (BROAD CATEGORIES)</i>	<i>MAIN IDEAS (SPECIFIC IDEAS ABOUT THE TOPIC)</i>
Money	Investing money Saving money Getting a bank loan Making a profit in your business Getting out of debt
Exercise	How to exercise safely Types of exercises Exercising to gain strength Exercising in a gym versus outdoors Exercising to lose weight



Exercise 2.26

On the left are three topics. Create three main ideas for each topic.

TOPICS	MAIN IDEAS
School	1. _____
	2. _____
	3. _____
Work	1. _____
	2. _____
	3. _____
Hobbies	1. _____
	2. _____
	3. _____

Reading Actively

After you pre-read and find the topic and main idea, read the passage actively by following these steps:

- Underline the topic.
- Circle new vocabulary.
- Put a question mark (?) next to unclear parts.
- Take notes.
- Highlight the main idea and key words.
- Mark examples with “Ex.”
- Number main points, lists, or ideas.
- Write comments or questions.



Exercise 2.27

Go back to the passage titled “Peng Gets an Education” and actively read it. You already know the topic and the main idea. Now complete the tasks in the preceding list. (If you are reading this as an e-book, copy the passage onto your own paper first.) To guide you, answer the following questions.

1. What are the four different ways of learning in a U.S. university?

a. _____

b. _____

c. _____

d. _____

2. What are Peng’s three new ways of studying?

a. _____

b. _____

c. _____



Exercise 2.28

Now go back and review the passage and your notes and highlighting. Answer the following questions to check your understanding of the passage.

1. Where is Peng from? _____
2. Where does he live now? _____
3. What is he studying at the university? _____
4. In China, did he go to class? _____
5. How did Peng study for exams in China? _____
6. Does memorization help him in his U.S. classes? _____
7. Does he go to classes at the U.S. university? _____
8. What is Peng learning at the university? _____
9. Does he work hard to pass his exams at the university? _____
10. Does Peng like studying in the United States? _____

When you are done, look at the following passage. You can find the answers to the questions there. The answers are highlighted and marked with the numbers of the corresponding questions. Compare your answers to those shown. Then check the Answer Key.



Peng Gets an Education

Peng is learning a new educational system.⁸ He moved to the United States six months ago² and is studying business and finance³ at a university. In China,¹ he didn't go to his undergraduate classes.⁴ Instead, he read and studied the textbook. Peng easily passed all of his exams. He has great memorization skills.⁵ In the United States, however, there is a different way of learning.⁸ At the university, he must attend classes.⁷ The professors talk about new ideas and discuss them with the students. They expect the students to have opinions about the topic. The exams are usually essay exams. Peng doesn't prepare for the exams by memorizing;⁶ he has a new way of studying.⁸ He reads the textbook and all of his class notes. He also discusses the topics with classmates. Peng practices writing for the essays too. He works hard to pass his exams.⁹ For Peng, this new way of learning is difficult

Good work! We will continue to practice pre-reading and reading actively in later chapters because these are very important skills. Let's move on to writing skills.



Writing About It

In this section, you will learn about subject-verb agreement and proper nouns.

Subject-Verb Agreement with the Simple Present Verb Tense

In English, the subject and verb of every sentence must **agree**, meaning that **the verb must match the subject in number**. A singular subject takes a singular verb, and a plural subject takes a plural verb. See the chart for singular and plural subject pronouns.

	<i>SINGULAR</i>	<i>PLURAL</i>
First person	I go	We go
Second person	You go	You go
Third person	He goes She goes It goes	They go

For the simple present verb tense, it is especially important to check the third person singular subject-verb agreement. Be careful with any sentence that has the subject pronouns *he*, *she*, and *it*. See the following example sentences of subject-verb agreement with the simple present verb tense.

A **verb** expresses the action taken by, condition of, or state of being of the subject in a sentence. A **subject** is a noun or pronoun that performs the verb in a sentence.

Subject-verb agreement: He goes to school.

(**He** = subject / **goes** = verb)

Does the verb *goes* match the subject *He*? Look at the preceding chart. From that chart, we see that the verb matches the subject. Therefore, there is subject-verb agreement. Let's look at another sentence:

They goes to work every day.

Does the verb *goes* agree with the subject *They*? Check the preceding chart. From that chart, we see that the subject and verb do *not* match. Therefore, there is *no* subject-verb agreement. The sentence is incorrect. How can we correct the sentence?

The correct sentence is *They go to work every day*.



Exercise 2.29

Go back to the passage titled “Ravi and His Family.” Find all the sentences containing the simple present verb tense. Then find the subject of each sentence. Notice that each verb agrees with the subject in that sentence. Review the chart to help you.



Exercise 2.30

Look at the following sentences. Identify the verb and subject of each sentence, and determine if there is subject-verb agreement. If there is not subject-verb agreement, correct the sentence. Follow the example.

EXAMPLES I gives my homework to the teacher. Incorrect. / I give my homework to the teacher.
We go to computer class every Tuesday. Correct.

1. She want ice cream for dessert. _____
2. They meet every Friday to discuss the project. _____
3. The grocery store take cash only. _____
4. The professor lectures for 45 minutes every class. _____
5. The bus ride is 25 minutes long. _____
6. We drives 10 miles to work every day. _____
7. They celebrates every holiday with a big festival. _____
8. Renuka plays on the university soccer team. _____



Exercise 2.31

Create sentences using all forms: first person singular and plural, second person singular and plural, and third person singular and plural. Think about habits, customs, and routines such as school, work, and hobbies. Think about yourself, friends, family, and coworkers. The first one is

done for you.

	<i>SINGULAR</i>	<i>PLURAL</i>
First person	1. I go	2. We go
Second person	3. You go	4. You go
Third person	5. He goes 6. She goes 7. It goes	8. They go

1. I *study English every day.*

2. We _____.

3. You _____.

4. You _____.

5. He _____.

6. She _____.

7. It _____.

8. They _____.

Proper Nouns

Proper nouns are nouns that name a person, place, or thing. These nouns are always capitalized. Each word in the proper noun begins with a capital letter except prepositions such as *of*. An example of a noun is *country*. An example of a proper noun is *Brazil*. The proper noun *Brazil* names a specific country, so it is capitalized. Look at the following list for more examples.

NOUN	PROPER NOUN
bridge	the Golden Gate Bridge
wall	the Great Wall of China
river	the Nile
ocean	the Atlantic Ocean
planet	Mars
road	Willow Road
family	the Andersons
man	Michael Jackson
city	Lisbon
state	Oaxaca
girl	Allison
building	the Empire State Building

In proper nouns, prepositions and the word *the* do not have to be capitalized. For example: *the United Arab Emirates* / *the Declaration of Independence*.



Practice 2.32

Look at the list and choose the items that are proper nouns.

Jennifer	Mr. Blumenthal	teacher	house	the White House
school	Whiting High School	bank	Flint Bank	Queen Elizabeth
queen	store	Nordstrom	city	Manhattan



Exercise 2.33

Think of proper nouns you know. Note the names of specific places, people, and things. Be sure to capitalize each word in the proper noun except for the and the prepositions.

People

Places

Things

_____	_____	_____
_____	_____	_____
_____	_____	_____



Exercise 2.34

Choose five of the proper nouns you just gave. Form a sentence using each of these nouns. Use the simple present verb tense form.

EXAMPLES ***Boston** is a city in **Massachusetts**.*

*We go to the **Museum of Modern Art** twice a year.*

*The tower lights on the **Empire State Building** change colors almost every night.*

1. _____
2. _____
3. _____
4. _____
5. _____



Quiz

You have finished *Chapter 2*. Great work! Now take the quiz to see what you remember. Choose the correct answers for each question. There may be multiple correct answers.

1. For which activities do we use the simple present verb tense?
Habits Temporary situations
Customs Weekly activities
2. What word describes the relationship of your mother's sister to you?
Uncle Cousin
Aunt Niece
3. What are examples of third person singular pronouns?
I He
She It

4. Read this sentence: *We take classes on Tuesday nights*. What are the two correct negative forms of the verb in that sentence?
do not take don't take
does not take doesn't take
5. Jack goes to the movies about twice a year. What adverb of frequency describes this situation?
Often Occasionally
Frequently Hardly ever
6. What expressions do you use when you want to introduce someone to another person?
That is This is
I want you to meet I'd like you to meet
7. To wave someone over to you, you should use both arms. True or False?
8. To discover the frequency of someone's activities, which WH question word do you use?
When Which one
How do How often
9. The topic of a reading passage is the primary point of the topic. True or False?
10. *Subject-verb agreement* means that the subject and verb must agree in number. True or False?



Do It Out There!

Now that you have learned how to talk about the members of your family and your routines and how to introduce people, try it out in the world. Review this chapter again, and go out and use English! Put a checkmark next to each activity as you complete it.

To Do This Week

- Describe your family members to a friend, a coworker, or a colleague. (“Talking About Family” section)
- Talk about two things you do every day, every week, every month, and every year to two people you know. Be sure to pronounce the *-s* ending correctly. (“Grammar: Using the Simple Perfect Verb Tense” section and “Pronunciation Tip: Three Different *-s* Ending Sounds” section)
- Use three new phrasal verbs when talking about your routines. (“Vocabulary: Phrasal Verbs for

Daily Activities” section)

- ❑ Talk about two things you do *not* do every day, every week, every month, and every year to two people you know. (“Simple Present: Forming the Negative” section)
- ❑ Ask a friend, coworker, or colleague how often he or she does activities such as going to the movies, playing in the park, going on vacation, and visiting family. (“Grammar: Using Adverbs of Frequency” section)
- ❑ Introduce someone to someone else at school, at work, or in your community. (“Conversation: Introducing Someone to Someone Else” section)

Weekly Log

Keep a weekly log of your progress. Make notes on how your practice went. What happened? Was it successful? How do you know it was successful? Was it unsuccessful? How do you know? Review all the instructions, tips, and culture notes in [Chapter 2](#).

Food: Shopping and Restaurants

In this chapter you will learn about:

Speaking

- ✓ How to make polite requests
- ✓ How to order food in a restaurant
- ✓ How to describe quantities
- ✓ How to ask about quantities

Vocabulary, Reading, and Writing

- ✓ Vocabulary related to cooking, food, eating, and restaurants
- ✓ How to discover vocabulary meaning from context
- ✓ How to practice finding the topic and main idea of a passage
- ✓ How to use commas in a list

Grammar

- ✓ The present progressive verb tense in affirmative and negative sentences
- ✓ Yes/no questions with the present progressive
- ✓ WH (information) questions with the present progressive
- ✓ *Who* questions with the present progressive
- ✓ Definite articles
- ✓ Indefinite articles
- ✓ Count and noncount nouns
- ✓ Questions using *how much* and *how many*

Body Language