

1-2-3-4-5

An Easy Way to Make Questions in English (yes/no & information questions)

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Introduction

This module is intended for those students enrolled in Basic English courses at university undergraduate level. It is specifically designed to help those students who exhibit difficulties when using syntactical structures to make questions (affirmative & negative) and responses in the English language. The module will serve as a resourceful guideline for the students to write questions in the correct English syntax without any difficulties.

This module includes a complete series of simple instructions, activities, and easy exercises that will guide and help the students, step by step, in the process of making yes/no questions and information questions properly. It is highly recommended for students enrolled in basic courses who are in need to develop strong syntactic-writing fundamentals in order to proceed to more advanced writing works at later stages of their academic and/or professional life.

Although the 1-2-3-4-5 format applies in the same way to mostly all questions, the module is divided in small units of content and activities to facilitate learning. Each unit works and discusses different variations of questions depending on the verb tenses (or other linguistic structures) thus, providing hands-on exercises and practice for the benefit of students. At the same time, the module provides other valuable resources such as Spanish examples and internet links for the students to compliment their learning. Finally, the module also includes a diagnostic test and a post test for the students to assess their learning and comprehension of the material given.

General Objective

1. Upon completing this module, the students will write correct yes/no questions and information questions in English while using the 1-2-3-4-5 format effectively.

Specific Objectives

1. By working with this module the students will:

- a. Write correct yes/no questions and information questions with the verb *to be* using the 1-2-3-4-5 format effectively.
- b. Write correct yes/no questions and information questions with *do* and *does* (simple present) using the 1-2-3-4-5 format effectively.
- c. Write correct yes/no questions and information questions with *did* (simple past) using the 1-2-3-4-5 format effectively.
- d. Write correct yes/no questions and information questions with progressive tenses (present and past progressive) using the 1-2-3-4-5 format effectively.
- e. Write correct yes/no questions and information questions with perfect tenses (*have*, *has*, and *had*) using the 1-2-3-4-5 format effectively.
- f. Write correct yes/no questions and information questions with the simple future tense and other modal auxiliaries using the 1-2-3-4-5 format effectively.

How to use this module



This is a very practical and friendly-user module designed for all students who want to improve their grammatical skills when writing questions in English. Since the module is intended for individual (not teacher-assisted) learning, it is important that you read all information and follow directions carefully in order to understand the material and keep track of the sequences. The module is divided in units of content separately to facilitate the explanation of each syntactic variation.

In this way, you can easily follow, step by step, all directions, guidelines, and examples in order to complete each part. At the end of each block of instructions, you will find practice exercises and/or activities to assess your progress in understanding and managing the information. It is very important and highly recommended that you understand each part fully and complete all the practice exercises before moving into another part. Once you finish a set of exercises, you may verify your responses with the correct answers provided at the end of the module.

NOTES

- Make sure to use and/or consult all other sources suggested in the module to complement your writing skills (internet links, documents, references, others). This is very important in order to achieve better results!
- Make sure to complete the diagnostic writing activity and the post writing activity to evaluate your learning experience while using this module.

Diagnostic Activity



Before you proceed with the activities on this module, you need to explore your knowledge by completing this diagnostic exercise. This is very useful because at the end, you will have a similar test that would allow you to compare your improvement (progress) and competence on the subject.

Part I. Word order (syntax) in English questions and answers (18 points)

Directions: In the space provided, write the letter **(C)** if you consider that the question and response are written correctly, or write the letter **(I)** if you consider that they are incorrect. Look at the examples provided!

Examples: C a. **Do** you have a car? Yes, I **do**.
 I b. **Does** she walk to school? No, she **don't**.

1. ____ Are he a student from the University of Puerto Rico? Yes, he is.
2. ____ Have they traveled to United States before? No, they haven't.
3. ____ Were the boys playing basketball last week? Yes, they were.
4. ____ I am from Humacao? No, I'm not.
5. ____ She can go the park with her friends? Yes, she does.
6. ____ Are we answering a diagnostic test right now? Yes, we are.
7. ____ Why she does study so much? Because she wants to have good grades.
8. ____ Where you do work on Sundays? I work at a gas station.
9. ____ When does he play guitar? He plays guitar in the evenings.
10. ____ Do what you think about the professors at the UPRH? They are very good.
11. ____ Is how she driving her motorcycle? She's driving it very carefully.
12. ____ Had she thought about the plan? No, she hadn't.
13. ____ When have we met before? We met last year at the graduation ceremony.
14. ____ Where has you been all this time? I have been everywhere.
15. ____ Is Martha working late this afternoon? No, she doesn't.
16. ____ What are we cooking for dinner? We're cooking lasagna.
17. ____ Did they celebrate Christmas in their country? Yes, they do.
18. ____ Where you do live now? I live in Ponce.

Part II. A

Writing YES / NO questions in English (28 points)

Directions: Read the sentences below carefully (look at the subject and the verb tense). Then choose the correct (and/or appropriate) **YES/NO** question for each one.

1. Many students from the UPRH are taking final exams these days.
 - a. Do many students from UPRH take final exams these days?
 - b. Does many students from the UPRH take final exams these days?
 - c. Are many students from the UPRH taking final exams these days?
 - d. Are many students from the UPRH take final exams these days?

2. The other professors and I work very hard to help the students.
 - a. Do we work very hard to help the students?
 - b. Why do we work very hard?
 - c. How do they work to help the students?
 - d. Do they work very hard to help the students?

3. My classmates are thinking a lot to answer this test.
 - a. Are they thinking a lot?
 - b. Why are they thinking a lot?
 - c. Are we thinking a lot?
 - d. Why are we thinking a lot?

4. All of my friends want to pass this class with good grades.
 - a. Do they want to pass this class with good grades?
 - b. Do we want to pass this class with good grades?
 - c. Are we going to pass this class with good grades?
 - d. Are they going to pass this class with good grades?
 - e. Does they want to pass this class with good grades?

5. Victor and his parents visited the zoo last November.
 - a. Do Victor and his parents visit the zoo last November?
 - b. Did Victor and his parents visit the zoo last November?
 - c. Does Victor and his parents visit the zoo last November?
 - d. When did Victor and his parents visit the zoo?

6. The hurricane will move slowly through the Caribbean zone.
 - a. Is the hurricane moving slowly through the Caribbean zone?
 - b. Does the hurricane move slowly through the Caribbean zone?
 - c. Will the hurricane move slowly through the Caribbean zone?
 - d. Will move the hurricane slowly through the Caribbean zone?

7. Last year, many employees complained about the working conditions.
 - a. Why did the employees complained about?
 - b. When did the employees complained about the working conditions?
 - c. Does the employees complained about the working conditions last year?
 - d. Did the employees complain about the working conditions last year?

8. She answers the questions faster than anyone else?
 - a. Does she answer the questions faster than anyone else?

- b. How does she answer the questions?
 - c. Did she answer the questions faster than anyone else?
 - d. Do she answers the questions faster than anyone else?
9. My mother sent me to the supermarket to buy milk and coffee.
- a. Did she send me to the supermarket to buy milk and coffee?
 - b. Did my mother sent me to the supermarket to buy milk and coffee?
 - c. Does she send me to the supermarket to buy milk and coffee?
 - d. Did I send my mother to the supermarket to buy milk and coffee?
10. The students understand these skills very well.
- a. Does he understand these skills very well?
 - b. Does the student understands these skills very well?
 - c. Do the students understand these skills very well?
 - d. Do the student understands these skills very well?
-

Match the following questions with their respective (correct and appropriate) answers.

- | | |
|---|--------------------|
| 11. Are you watching television at home? | a. No, he isn't. |
| 12. Does the woman play tennis in the mornings? | b. No, he didn't. |
| 13. Did the airplane arrive on time at the airport? | c. Yes, I am. |
| 14. Is he answering the exam correctly? | d. Yes, I do. |
| | e. No, she is not. |
| | f. Yes, she does. |
| | g. Yes, it did. |
| | h. No, it isn't. |
-

Part II. B. Writing Information questions in English (28 points)

Directions: Read the sentences below carefully. Then choose the correct (and/or appropriate)

INFORMATION question based on the underlined information for each one.

15. The information came later in the afternoon.
- a. How did the information come?
 - b. When did the information come?
 - c. Why did the information come?
 - d. Where did the information come from?
 - e. When does the information come?
16. The players were practicing the new techniques selected by their coach.
- a. Where were the players practicing?
 - b. Why were the players practicing?
 - c. When did the coach select the practice?
 - d. What were the players practicing?
 - e. How many techniques were the players practicing?
17. All the schools closed their doors because of the government crisis.
- a. When did all the schools close their doors?
 - b. How did all the schools close their doors?
 - c. Why did all the schools close their doors?

- d. Did all the schools close their doors because of the government crisis?
18. The economic government crisis has affected the emotional state of many Puerto Ricans.
- What has the economic government crisis affect?
 - What has the economic government crisis affected?
 - What does the economic government crisis affected?
 - Who did affect the economic government crisis?
19. The children play basketball in the backyard.
- Where the children play basketball?
 - When do the children play basketball?
 - Where does the children play basketball?
 - Where did the children do play basketball?
20. Puerto Rico is sponsoring the next Pan-American Tournament in the city of Mayaguez.
- Who does Puerto Rico is sponsoring in the city of Mayaguez?
 - When is the next Pan-American Tournament in Puerto Rico?
 - Where is Puerto Rico sponsoring the next Pan-American Tournament?
 - Why is Puerto Rico sponsoring the next Pan-American Tournament in the city of Mayaguez?
21. Teachers, supervisors, and school directors are evaluating the programs carefully.
- Who evaluating are the programs carefully?
 - How are they evaluating the programs?
 - How do they evaluate the programs?
 - Are they evaluating the programs carefully?
22. The boy swam about 500 meters in the swimming pool.
- How many meters did the boy swim in the swimming pool?
 - How many meters did the boy swam in the swimming pool?
 - How many meters does the boy swim in the swimming pool?
 - How many meters did the boy swam in the swimming pool?
23. Women bought more books than men last year.
- What did women buy more than men last year?
 - What women bought more than men last year?
 - Why does woman buy more books than men last year?
 - Who buy more books last year?
24. This exam is driving me crazy right now.
- Who is driving me crazy right now?
 - What is driving me crazy right now?
 - Why is this exam driving me crazy right now?
 - Is this exam driving me crazy right now?

Match the following questions with their respective (correct and appropriate) answers.

- | | |
|---|------------------------|
| 25. Where is the team playing tonight? | a. No, they aren't. |
| 26. Why does the girl cry everyday? | b. Because she's sad. |
| 27. When do we finish this semester? | c. In Cayey. |
| 28. What are the politicians doing right now? | d. Very carefully. |
| | e. Next week. |
| | f. Yes, she does. |
| | g. Absolutely nothing. |
| | h. The next team. |

General Review

Contrastive Analysis: Different Syntactic structures when making questions in English and Spanish

In any language of the world or in any kind of communication process that exist, there are always going to be only **two kinds of questions** possible: yes/no questions and information questions. All types of conversations, under any circumstances, will have people asking and waiting for a **yes or no response** or for some kind of **information response** in order to establish communication with others. There is no other kind of question that one can ask. With this in mind, we must consider that one critical aspect of learning a second language (in this case English) is to master effectively the proper construction of yes/no questions and information questions in order to function successfully in both the spoken and written language.

However, one of the greatest difficulties that most ESL students confront when learning how to make questions in English is that of understanding where and how to place the words ***do, does, did***, and other English interrogative expressions and how can these expressions be translated into Spanish. Some students get confused with the verb ***do*** by itself, while others simply rely on memory drills to remember where to accommodate these expressions in questions.

The first thing that ESL (English as a Second Language) students must do in order to understand these language differences is to accept the fact that all languages (in this case English and Spanish) possess different syntactic (word order) variations in their respective sentence constructions. These differences apply in the making of questions for both languages. **Let's look at the following sentences in both languages!**

SPANISH

Luis trabaja en una tienda.

ENGLISH

Luis works in a store.

These two simple sentences share almost identical syntactical structures in both languages. They are both in simple present tense showing a simple subject (Luis) and a simple predicate in the same word order. But what happens to the same sentence when

we formulate a yes/no question for it. Take a look at the differences in the syntactical structures.

SPANISH

¿Trabaja Luis en una tienda?

ENGLISH

Does Luis work in a store?

As we can see, the most distinctive feature (besides the omission of the first question mark in the English version) is that the English language adds the expression *does* at the beginning of the statement to indicate that this statement represents a question both orally and written. Since the Spanish language does not include that type of expression to indicate their questions, many students get confused by attempting to translate word by word from one language into another. But when we consider that this statement was written in the simple present tense (works) using the third person singular (Luis), we need to realize that this is just one example of the many other expressions that the English language requires to articulate its questions according to the different verb tenses and situations.

Although this is a natural language acquisition process for native English speakers, it has become a nightmare for ESL learners who try to memorize and cope with different variations of interrogative expressions used in diverse contexts. This is when this module comes to help you by arranging **all** of these expressions into a single-sequence format that allows ESL learners to associate the syntactical structures with a set of fixed numbers in a chart, thus facilitating the learning process almost automatically.

One important aspect that students cannot miss when making questions in English is the recognition of the different persons in English (figure 1) since they require an exact subject-verb agreement in the sentence in order to be syntactically correct. You will see each case of subject and verb agreement in the specific units of the module.

(figure 1)

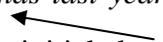
English SINGULAR	Spanish	English PLURAL	Spanish
1 st person I	Yo	1 st WE	Nosotros
2 nd person YOU	Tú	2 nd YOU	Ustedes
3 rd person HE, SHE, IT	Él,Ella,Eso	3 rd THEY	Ellos(as)

Notice how in the English language the 2nd person singular, *YOU*, and the 2nd person plural *YOU* are practically the same and they will function in the same way for syntactical and structural purposes although they represent different numbers. In Spanish, there is a marked difference between *tú* (2nd per. sing.) and *ustedes* (2nd per. plu.) and they require different verb agreements.

Another consideration that you must pay particular attention to is that of recognizing the persons in a sentence. Sometimes, students make mistakes when making a question by not understanding who or what is the right subject of the sentence. Here is a list of helpful hints that you may need to know before making a question!

1. Help your thinking process by converting your **subjects into pronouns**:

the beautiful lady = she the old car = it the elephant =it Mary and Carlos =they

2. Eliminate **clauses** to reveal the real subject –*During Christmas last year, Dina went to Paris.* In this statement, the subject is **Dina (she)** after the initial clause. 

13. Be aware of **compound subjects** (the conjunction *and* between names often means it is a compound (plural) subject requiring a plural verb agreement).

- a. My brothers and I = We
- b. Mrs. Vega and her students = They
- c. Karla, Martha and her brother =They

4. Be aware of **special cases of plural nouns** (men, women, children, fish, etc.)

5. Identify the **noun** in the noun phrase –the exhausted **player** of the Olympic team...

How does the 1-2-3-4-5 format works

With the use of this module, students will get acquainted with an easy and practical way to formulate questions in English. This method is so handy and functional that no one can forget it afterwards. The method is called the 1-2-3-4-5 format! This format arranges all questions (yes/no and information questions) in any verb tense into a sequence of numbers. A number (from 1-5) is assigned to one particular syntactic structure or part of the sentence in the following order.

1= interrogative expressions of information (Where, When, What, Why, How, Who
How many, How much, and others)

2= interrogative expressions of yes/no questions

(Do, Does, Did, Am, Is, Are, Have, Has, Had, Will, Can, May, Should, others)

3= subject of the sentence (noun phrase –may include articles, adjectives, etc.)

4= main verb (verb phrase –one or more words)

5=sentence complements (direct object, indirect object, CC)

This is how the format looks!

1	2	3	4	5
(information) interrogative expression	Yes/no interrogative expression	Subject of the sentence (noun phrase)	Main verb (verb phrase)	Sentence complements

Now, let's look at the previous statement inside the format box.

1	2	3	4	5
		Luis	works	in a store.

Most sentences in English will fall in this format. The noun phrases, verb phrases, or, in most cases, the sentence complements may be longer, but they will fit in this exact sequence 3-4-5 in a given sentence most of the times.



In the same way, the format arranges the yes/no questions.

(figure 2)

1	2	3	4	5
	Does	Luis	work	in a store?

Notice how the expression *does* fits perfectly in the number two spot to make the yes/no question and then, the rest of the statement follows the format accordingly just like a normal sentence. Not all English yes/no questions will begin with the expression *does*. This is just one example of the format! As you move through the different units of content of the module, you will be able to recognize and practice the different structures of several other kinds of sentences. Consequently, you have to be careful in making the proper grammatical changes when necessary as they will be explained to you. Nevertheless, you will notice that the 1-2-3-4-5 formula will always help you to remember how to keep your English syntax correct at all times when making questions without any problems.



Now, before we start with the first unit, let's look at the format one more time to see how it accommodates the information question!

(figure3)

1	2	3	4	5
Where	does	Luis	work?	

Notice how the interrogative expression *where* fits in the number one spot to make the information question, followed by the expression *does* in number two, then *Luis* –the subject, in the third spot, and then, *work* –the main verb, in its respective number four spot. In this instance, there's no information in block five because it is precisely the information that is being asked –where. Remember...we will never use these boxes when writing formally, but if you keep a mental picture of where to place each part of the sentence, you can never go wrong! Now, it's time to begin your module; learn a lot and enjoy it!

UNIT ONE
The 1-2-3-4-5 format with the verb *to be*

Like in any language, there are many instances in which the verb ***to be*** (ser o estar in Spanish) is used for many reasons. In these sentences the verb is called a linking verb or most commonly known by linguists as *copula verbs*. In other words, these verbs do not carry or bring about any action on behalf of the subjects; they indicate a state of being, a condition or a description of the subjects and not a performance. Most of the times, the verb ***to be*** provides a description or a location for the subject. The 1-2-3-4-5 format applies perfectly to all of these sentences whether they are in the simple present tense, simple past tense or in future tense.

Let's look at the following examples of sentences with the verb *to be*:

<u>simple present</u>	<u>simple past</u>	<u>simple future</u>
<i>I am Puerto Rican.</i>	<i>I was a little child before.</i>	<i>I will be famous someday.</i>
<i>You are a student.</i>	<i>You were very sick yesterday.</i>	<i>You will be a father soon.</i>
<i>She is beautiful.</i>	<i>He was a rich man.</i>	<i>It will be cloudy tomorrow.</i>
<i>We are tired.</i>	<i>We were afraid last night.</i>	<i>We will be professionals.</i>
<i>You are intelligent.</i>	<i>You were lost.</i>	<i>You will be there tonight.</i>
<i>They are at home.</i>	<i>They were in the classroom.</i>	<i>They will be future stars.</i>

When the verb ***to be*** is used in simple present and simple past sentences, students must be aware of the variations of the verb depending on the persons (subject and verb agreement). As it shown on the examples, in the simple present, the 1st person singular ***I*** agrees with ***am***, the 2nd person singular ***YOU*** agrees with ***are***, the 3rd person singular ***SHE, HE, and IT*** agree with ***is***, and all the plural persons ***WE, YOU, and THEY***, agree with ***are*** as well.

In the simple past tense, however, there are only two changes: the 1st per. sing. ***I***, and the 3rd per. sing. ***he, she, and it*** agree with ***was***, while all the other persons ***you, we, and they*** agree with ***were***.

In the simple future tense, there are no changes at all, since all persons agree with ***will be***.

This is important information, because if you want to use the 1-2-3-4-5 format effectively, you must know how to identify the verb tense of the sentence and, therefore, you must recognize the proper subject and verb agreement. In this case, the verb *to be* is always the main verb.

Let's see how it looks! The first step is to place some of the sentences in the format box. Remember... once you identify the subject of the sentence, then you place it in the 3rd block!

1	2	3	4	5
		I	am	Puerto Rican.
		He	was	a rich man.
		They	will be	future stars.

Now comes the easy part. When you have to make a yes/no question with these sentences, all you have to do is move the main verb (*to be*) to the number two spot and the other parts will stay in their respective numbers. Don't forget to capitalize properly and to add the question mark (?) at the end! The word ***I*** is always capitalized in English!

Here's how it looks.

1	2	3	4	5
	Am	I		Puerto Rican?
	Was	he		a rich man?
	Will	they	be	future stars?

Notice that in the case of the simple future tense, the auxiliary ***will*** takes the number two spot as the yes/no interrogative expression, and ***be*** remains as the main verb in # 4. This is the same principle for all verb phrases of two or more words as you will see in the next units of the module. Here are the responses for these questions:

	positive answer	negative answer
Am I Puerto Rican?	Yes, I am .	No, I'm not.
Was he a rich man	Yes, he was .	No, he wasn't .
Will they be future stars?	Yes, they will .	No, they won't .



When answering questions formally in English, you must finish the responses with the same interrogative expressions that began the questions as it is shown above. The use of contractions (omission of letters to smooth the progress of communication) is very common in English and mainly with negative statements. Like in Spanish, English gets very informal when spoken, but for more formal purposes such as academic written works and professional documents and paperwork, formal written communication is required.

For more information about contractions, look on the web-page www.englishclub.com in the section of grammar (contractions). Practice with them and have fun!

The 1-2-3-4-5 format is very convenient and easy to remember with the information questions also. Usually sentences with the verb *to be* do not carry much information other than descriptions, conditions, or locations of the subjects. For this reason, there are not many information questions to ask about them.

Let's look at the same example in the format box!

Line (a) sentence. Line (b) yes/no question. Line (c) information question.

1	2	3	4	5
a.		I	am	Puerto Rican.
b.	Am	I		Puerto Rican?
c. What	am	I?		

Notice that in the format, all syntactic structures remain in their respective spots with no alterations. This is what you need remember always when writing questions. In this question the only answer (information) that you can provide is the nationality ***Puerto Rican***. In other examples, you can use other interrogative expressions: ***how*** to ask for a condition (*How is John? He's sick.*), ***where*** to ask for a place or location (*Where is Carmen? She is in her room.*), or ***who*** to ask for an identity of someone or something (*Who is him? He is my cousin.*) ***When*** is used to ask for a date or time, and ***why*** to ask for a reason. The expressions ***how many*** and ***how much*** ask for quantities.

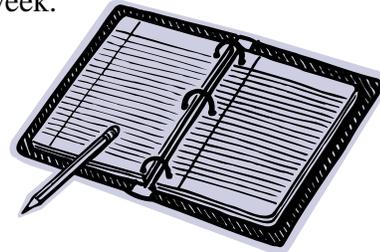
Well, this first lesson was very easy! And all the others are too! It's time for you to begin practicing with the 1-2-3-4-5 format. In the following page, you have a series of practice exercises to assess your knowledge of this first unit –sentences with the verb ***to be*** (am, is are, was, were).

Practice exercises: Unit One –the 1-2-3-4-5 format with the verb to be

Exercise 1A :yes/no questions with the verb *to be*

Directions: In your notebook, or in a separate sheet of paper, write a correct **yes/no** question for the following statements. Then, write the appropriate answer for each one.

1. The students from the UPRH are very intelligent.
2. This first unit was really easy.
3. Mrs. González, the school director, was absent yesterday.
4. Tomorrow will be a hot day.
5. My mother and my father are in St. Thomas this week.
6. I am responsible, honest, and friendly.
7. Lisa’s dog is her best friend.
8. Some professors were lost in the discussions.



Exercise 1B : Information questions with the verb *to be*

Directions: Write a correct **information** question for the following statements based on the underlined information.

1. Some classes are more complicated than others because of the content.
2. The 3101 students are in the English laboratory.
3. Maritza is a student from the University of Puerto Rico.
4. The package will be there tomorrow morning.
5. The weather will be cloudy and windy this weekend.

Exercise 1C: yes/no questions, information questions and responses with the verb *to be*

Directions: Match the questions with their respective answers.

- | | |
|---|-------------------------------------|
| 1. Where is the blue car? | a. At the National Art Museum. |
| 2. Is Sandra happy with her baby? | b. Yes, they were. |
| 3. Were they confused with the lessons? | c. She’s the new English professor. |
| 4. Where were they yesterday? | d. It’s in the driveway. |
| 5. Who is that young lady? | e. No, they aren’t. |
| 6. Are you OK? | f. No, I’m not |
| | g. Yes, she is. |

You finished the first unit! Don’t forget to verify your answers on page ____

UNIT TWO
The 1-2-3-4-5 format with *do* and *does* (simple present)

Now that you know how to make questions with the verb *to be*, is time to move on to your next lesson –the famous *do* and *does*! As you remember, the verb *to be* was useful to provide a description, condition, or location of its subjects. But not all sentences will have a verb *to be*. There are thousands of other sentences that will provide very important information about their subjects. That important information is called **action** –this is the performance; what the subjects do. These kind of sentences required action verbs such as: *work, study, eat, dance, talk, watch*, etc.

Like in Spanish, or in any other language, these action verbs change their grammatical constructions depending on the verb tense (time –present, past, etc.), or depending on their agreement with the subject. In this unit, you will practice with the simple present tense and its particular variation –the (s) form. Let’s take a look at this group of sentences (all persons) in the simple present tense. Remember the subject is always the third spot in the 1-2-3-4-5 format!



Persons	3	4	5
1 st sing.	I	work	everyday.
2 nd sing.	You	work	everyday.
<u>3rd sing.</u>	She	works	everyday.
1 st plural	We	work	everyday.
2 nd plural	You	work	everyday.
3 rd plural	They	work	everyday.

Notice how in all the persons the action verb *work* remains the same, except for the **3rd person singular** which takes the (s) form –*works*. This is one special construction of the English language that you have to remember very well. The 3rd person singular (he, she, it) is always different with the (S) form. Therefore, when you have to make yes/no questions and information questions in English in the simple present tense, you must keep in mind this (s) difference.

Let's see how the 1-2-3-4-5 format works with the simple present tense! The first step is to place some sentences in the format box. Remember... once you identify the subject of the sentence, then you place it in the 3rd block and the action verb in the 4th block!

1	2	3	4	5
		I	walk	two miles on weekends.
		Carlos	writes	very well.
		Liz and Nancy	study	at the UPRH.

Now comes the easy part. When you have to make a yes/no question with these sentences, all you have to do is use the expressions **do** and **does** in the number two spot and the other parts will stay in their respective numbers. The interrogative expression **do** is used for all the persons (I, you, we, they) except for the third person singular that takes the expression **does**. Don't forget to capitalize properly and to add the question mark (?) at the end! The word **I** is always capitalized in English!

Here's how it looks.

1	2	3	4	5
	Do	I	walk	two miles on weekends?
	Does	Carlos	write	very well?
	Do	Liz and Nancy	study	at the UPRH?

no (S)
in verbs

When **does** is used to begin questions, the verb keeps its basic form. There is no need to write the (s) form in *write* because it is already marked in the interrogative expression **does**.

Here are the responses for these questions:

yes/no question	positive answer	negative answer
<i>Do I walk two miles on weekends?</i>	<i>Yes, I do.</i>	<i>No, I don't.</i>
<i>Does Carlos write very well?</i>	<i>Yes, he does.</i>	<i>No, he doesn't.</i>
<i>Do <u>Liz and Nancy</u> study at the UPRH?</i>	<i>Yes, <u>they</u> do.</i>	<i>No, they don't.</i>

As you may remember from the first unit, in English, you must finish the responses with the same interrogative expressions that began the questions as it is shown above.

Don't forget that contractions are very common in English and particularly in negative expressions such as *don't, doesn't, isn't, aren't, wasn't*, etc.

The 1-2-3-4-5 format is very convenient and easy to remember with the information questions also.

Let's look at the same example in the format box!

Line (a) sentence. Line (b) yes/no question. Line (c) information question.

1	2	3	4	5
a.		I	walk	two miles on weekends.
b.	Do	I	walk	two miles on weekends?
c. How many miles	do	I	walk	on weekends?

Sentences with action verbs could offer unlimited possibilities of information in the sentence complements. For this reason, you will find a variety of information questions to be asked. Look at the same sentence with different information and the possible information questions that you can ask.

I walk two miles with my friends on weekends because I want to stay in shape.

What do I do on weekends? I walk two miles...

With whom do I walk two miles on weekends? With my friends

When do I walk two miles? On weekends

Why do I walk two miles on weekends? To stay in shape

Notice how the expression **do** (or **does** for the 3rd p. sing.), remains intact in the number two spot in the question. **You must not forget this part!** This is one of the most common mistakes ESL students make when writing questions. Students might think that a question like *–Why I walk two miles on weekends?* is logical and grammatically correct. But by omitting the interrogative expressions on the number two spot (*do, does, did, etc.*), the question is not grammatically correct. Remember that although these incorrect expressions are acceptable in informal and casual situations, they become embarrassing and discomforting in formal written works.

This is lesson two! It's time for your practice exercises on the next page! If you have any doubt, go back and revise the material before answering.

Practice exercises: Unit Two: 1-2-3-4-5 format with *do* and *does* (simple present)

Exercise 1B: yes/no questions with *do* and *does*

Directions: In your notebook, or in a separate sheet of paper, write a correct **yes/no** question for the following statements. Then, write the appropriate answer for each one.

1. Helen travels to Spain every summer.
2. Victor and Miguel play basketball at school every afternoon.
3. We need better computers in this laboratory.
4. Some professors teach their classes on line.
5. My sister and I take the bus to school every morning.
6. During the Holy Week recess, many students go to the beach.
7. Her dog eats bones, crackers, candy, and even ice cream!
8. He visits his mother on special days like Thanksgiving and Christmas.

Exercise 2B : Information questions with *do* and *does*

Directions: Write a correct **information** question for the following statements based on the underlined information.

1. You work extra hours only because you want to.
2. Linda spends most of her free time speaking on her cel-phone.
3. My mother cooks rice and beans with fried chicken almost everyday.
4. The Governor of Puerto Rico lives in La Fortaleza building.
5. Hector and his fiends practice Tae-Kwon-Do in the evenings.



Exercise 3B: yes/no questions, information questions and responses with *do* and *does*

Directions: Match the questions with their respective answers.

- | | |
|------------------------------------|-----------------------------------|
| 1. Where do you live? | a. She does it very well. |
| 2. How does she sing at school? | b. A lot, I want to buy me a car. |
| 3. Do they travel by bus? | c. No, he doesn't. |
| 4. Does he know about Puerto Rico? | d. To pass the exam. |
| 5. Why does Kim study so hard? | e. No, they don't. |
| 6. How much money do you need? | f. No, I'm not |
| | g. In Humacao. |

You finished the second unit! Don't forget to verify your answers on page ____

UNIT THREE
The 1-2-3-4-5 format with *did* (simple past)

Congratulations! Now that you know how to make questions with the verb *to be* and with *do* and *does*, you should already know how simple the 1-2-3-4-5 system works. Let's move on to your next lesson –the simple past tense and the interrogative expression *did*! In unit two, you learned about action verbs and their variations in sentences. But you must understand that in conversations, not all the action is always told in the present tense. A great majority of our communication is usually about recalling past events, activities, or experiences. Since people are constantly asking about things that happened in the past, you need to know how to use interrogative expression *did* to make yes/no questions and information questions with the past tense.

Before you take a look at the format box, you must know one important aspect about action verbs in the simple past. In the English language, verbs in their simple past tense are classified in two categories: **regular verbs** and **irregular verbs**. Regular verbs form the past tense by adding the suffixes *-d* or *-ed* at the end of the word. In this way, they keep the root of the word like in its basic form (simple present). Look at the examples below that illustrate the simple present-simple past conversion.

REGULAR VERBS

play- <u>played</u>	talk- <u>talked</u>	dance- <u>danced</u>	ask- <u>asked</u>	need- <u>needed</u>
walk- <u>walked</u>	wash- <u>washed</u>	live- <u>lived</u>	want- <u>wanted</u>	study - <u>studied</u>

On the contrary, irregular verbs form their past tense in many different ways but **never** with the suffixes *-d* or *-ed*. Look at these examples of **IRREGULAR VERBS!**

eat –ate	catch –caught	see –saw	throw –threw	send –sent
go –went	swim –swam	break –broke	think –thought	write –wrote

Because of the different variations of irregular verbs, students often have to rely on memorizing them to learn them. For more information about regular and irregular verbs, look on the web page www.englishclub.net on the section of regular and irregular verbs. Also look on _____

However, when you have to make questions with the simple past tense it is very easy and it doesn't matter if the verbs are either regular or irregular verbs. All you need to do is to recognize that the verb is in the simple past tense. Let's look at the following sentences in the simple past tense.

- I **studied** last night for my test.* simple past regular verb
- You **traveled** to Europe last month.* simple past regular verb
- She **ate** pizza and lasagna yesterday..* simple past irregular verb
- We **swam** five miles across the lake.* simple past irregular verb
- They **took** the money from the chest.* simple past irregular verb

Now let's put some sentences in the 1-2-3-4-5 format box.

		3	4	5
		I	studied	last night for my test.
		She	ate	pizza and lasagna yesterday.
		They	took	the money from the chest.

Now comes the easy part. When you have to make a yes/no question with these sentences, all you have to do is use the expressions **did** (to represent the past) in the number two spot and the other parts will stay in their respective numbers. Then, the main verb in number four spot will change to its basic form. In this case, the interrogative expression **did** is used for **all** the persons (I, you, she we, they). Don't forget to capitalize properly and to add the question mark (?) at the end! The word **I** is always capitalized in English!

verb in basic form

Here's how it looks.

	2	3	4	5
	Did	I	study	last night for my test?
	Did	she	eat	pizza and lasagna yesterday?
	Did	they	take	the money from the chest?

did for all persons, no exceptions

The answers to these questions follow the format accordingly.

Did I study last night for my test? *Yes, I did.* *No, I don't.*
Did she eat pizza and lasagna yesterday? *Yes, she did.* *No, she doesn't.*
Did they take the money from the chest? *Yes, they did.* *No, they didn't.*

Information questions are just as easy as yes or no/questions as you can see in the format below.

1	2	3	4	5	Answers
When	did	I	study	for my test?	Last night
What	did	she	eat	yesterday?	Pizza and ...
What	did	they	take	from the chest?	The money

Notice that 1-2-3-4-5 format remains the same for all situations. The grammatical structures that change are the yes/no interrogative expressions and the verb constructions depending on the verb tenses. But in this way, you will have a fixed system to write your questions correctly avoiding the guessing strategies of most ESL students.

Also, notice how the expression ***did***, remains intact in the number two spot in the question. **You must not forget this part!** This is one of the most common mistakes ESL students make when writing questions. Students might think that a question like –*What she eat yesterday?* is logical and grammatically correct. But by omitting the interrogative expressions on the number two spot (*do, does, did, etc.*), the question is not grammatically correct. Remember that although these incorrect expressions are acceptable in informal and casual situations, they become embarrassing and discomforting in formal written works.

Last but not least, remember to change the verb to its basic form –especially the irregular verbs that sometimes are confusing!

Lesson three was easy! It's time for your practice exercises on the next page! If you have any doubt, go back and revise the material before answering.

Practice Exercises: UNIT THREE 1-2-3-4-5 Format with did (simple past)

REMINDER: Check with the document of verb tenses (regular and irregular) for better understanding of this exercise.

Exercise 1C: yes/no questions with *did*

Directions: In your notebook, or in a separate sheet of paper, write a correct **yes/no** question for the following statements. Then, write the appropriate answer for each one.

1. Hugo found a baseball.
2. Alex, Yanitza, and Nelly presented their oral report on time.
3. They studied very hard for the College Board Exam.
4. During the practice, some players interrupted their coach.
5. The little kid broke the window with the basketball.
6. The TV showed the latest news.
7. Last summer, my brother and I went to Disney World.
8. Brenda thought about all her friends.

Exercise 2C: Information questions with *did*

Directions: Write a correct **information** question for the following statements based on the underlined information.

1. You washed your car last Saturday.
2. Roberto ran a 10k marathon last year.
14. My parents gave me a gift because I did good at school.
15. The wind blew harder yesterday.
16. Kathy cleaned her CDs in her room.



Exercise 3C: yes/no questions, information questions and responses with *did*

Directions: Match the questions with their respective answers.

- | | |
|--|--|
| 1. Where did you go last summer? | a.. In Humacao |
| 2. Why did she write on her book? | b. Yes, she did. |
| 3. Did he find the house? | c. A lot of things. |
| 4. When did they enter the UPRH? | d. I went to Jamaica. |
| 5. Did Mónica practice last week? | e. Because she didn't have a notebook. |
| 6. What did Martha bring to the party? | f. No, he didn't. |
| | g. Last semester |

UNIT FOUR
1-2-3-4-5 format with progressive (continuous) tenses
present and past progressive

In this unit, you will learn how to make questions with another very common verb tense that is used in most conversations. These verbs, called the progressive or continuous tenses, are the ones that provide a continuous action or an action that is (or was) in progress –action that is not finished. These verb tenses are made up by the combination of an auxiliary verb **to be** + a main verb ending with the suffix **-ing**. In Spanish this **-ing** suffix is represented with **-endo** or **-ando** as in *estabas jugando, estoy leyendo, estabamos corriendo, caminando*, etc. In unit one, you learn about the subject and verb agreement between the persons and the verb **to be**, so you shouldn't have any problems in recognizing them in the progressive tenses! Here are some examples with both the present progressive and past progressive:

PRESENT PROGRESSIVE

- I am working today.
- You are singing right now.
- She is dancing everyday.
- We are watching the news.
- They are preparing the luggage.

PAST PROGRESSIVE

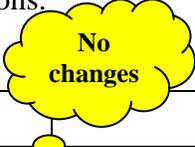
- I was working yesterday.
- You were singing last night.
- She was dancing last weekend.
- We were watching the news.
- They were preparing the luggage.

Notice that the main verb remains the same (**ing** ending) for all the persons with no exceptions. The only structure that changes is the auxiliary verb **to be** according to the respective person concurrence. Later on, you will learn more about the structure and function of auxiliary verbs. One thing that is very helpful to recognize a verb tense is the time markers –those expressions such as *right now, yesterday, everyday, last summer, etc.* First, let's see some sentences in the format!

1	2	3	4	5
		My friends and I	were listening	to the lecture yesterday.
		The professor	was correcting	the papers carefully.
		Cats and dogs	are running	all over the house.

Now, to make yes/no questions with the progressive tenses using the 1-2-3-4-5 format is very simple. All you have to do is move the auxiliary verb **to be** to the number two spot as the yes/no interrogative expression. All the other parts of the sentences will fall in their respective numbers. In these questions, the main verb does not change its structure –it remains exactly as it is with the **-ing** suffix ending in all persons.

Here is how it looks!



1	2	3	4	5
	Am	I	working	too hard nowadays?
	Is	he	participating	in a competition?
	Are	you and I	considering	our options?
	Was	the girl	jumping	in the river?
	Were	they	playing	with your friends

One aspect that you must not confuse is the function of the verb **to be**. In unit one, the verb **to be** was the main verb of the sentence indicating a description, location, or condition of the subjects. In this case, the verb **to be** is only an auxiliary verb that establishes the time for the main verb, which in turn, indicates that the action is in progress with the **-ing** ending.

By this time in the module, you should know how to make information questions already. There is no difference with the progressive tenses as you can see in the chart below.

1	2	3	4	5	answers
How	am	I	working	nowadays?	Too hard.
In what	is	he	participating?		In a competition
What	are	we	considering?		Our options.
Where	was	the girl	jumping?		In the river.
With whom	were	they	playing?		with your friends.

In the second example, you can see that the interrogative expression **what** was modified to **in what** in order to ask the question properly. You can make as many necessary adjustments and modifications as you want as long as you keep the

interrogative expression in the number one spot. Notice how sometimes you can have more information, or no information at all, in the number five spot depending on the question being asked. In a given conversation, you can ask for any type of information. Therefore, you should have the right interrogative expression for each one.

Well, you're doing fine so far. Let's practice now! Remember...in your paper, you don't have to draw the format box to write your questions. It's just a mental frame that you should keep in mind!

Practice Exercises UNIT FOUR –progressive tenses

Exercise 1D: yes/no questions with present and past progressive tenses (*ing*)

Directions: In your notebook, or in a separate sheet of paper, write a correct **yes/no** question for the following statements. Then, write the appropriate answer for each one.

1. The boys and girls are playing in the back yard.
2. Many students were paying attention to the news.
3. I was driving to Humacao, when the rain began.
4. My mother is cooking a delicious meal right now.
5. The weather is changing very rapidly nowadays.
6. The baseball team was showing some signs of fatigue.
7. Students from last year are receiving more benefits than us.
8. The candidate is looking for better opportunities to excel.
9. All of us are waiting for the bus.
10. Diana is thinking about getting a new job.

Exercise 2D: Information questions with *progressive tenses*

Directions: Write a correct **information** question for the following statements based on the underlined information.

1. Luis is playing video games during lunch time with his friends.
2. This exercise is complicating my life right now.
3. Raquel was visiting Ponce last weekend with her family.
4. Christian and Raul were drinking beers at the party last Sunday.
5. We are taking a break to rest a little bit.
6. My dog is eating everything that he finds loose around the house.
7. She was answering the phone when you showed up at her house.
8. The cars are moving slowly down the avenue.



UNIT FIVE

1-2-3-4-5 format with perfect tenses (*have, has, and had*)

Another verb tense that is used frequently in conversations is the perfect tense. This verb tense indicates that an action has been completed over an extended period of time. Notice how in the statement –*She **has worked** all day* (present perfect tense), the verb phrase *has worked* shows an action that has already taken place during the whole day. In Spanish, this expression is translated to *Ella **ha trabajado** todo el día*. The present perfect tense is made up of the combination of an auxiliary verb –*have* or *has* + a main verb in its past participle form like in the following examples:

English

*I **have** studied all my life.*

*You **have** slept too much.*

*He **has** written many books.*

*We **have** seen all Europe.*

*They **have** traveled to Mexico.*

Spanish

He estudiado toda mi vida.

Has dormido mucho

El ha escrito muchos libros.

Hemos visto toda Europa.

Ellos(as) han viajado a Mexico.

As you may remember from previous units, the third person singular (he, she, it) always shows a difference in its verb construction. Therefore, in the present perfect tense, all persons need the auxiliary verb *have*, except for the 3rd p. singular that needs *has*. It is very similar to the *do-does* pattern. One important aspect that you need to know is to identify the verb in its correct past participle (PP) form. In regular verbs, the (PP) is the same construction as the past tense–*worked* –*worked*, but in irregular verbs, there are many differences between the past and the (PP) form like in *eat-eaten*, *swam-swum*, *broke-broken*, *went-gone*, etc.

For more information about the past participle of irregular verbs, please go to www.englishclub.net where you can find a complete updated list of irregular verbs and their past and past participle constructions. You may need to rely on this list frequently unless you have an excellent memory!

Now, when you see the past perfect tense, the verb phrase shows the same construction except for one difference –the use of the auxiliary **had** (había). In the sentence *They **had read** those books before* (Ellos habían leído los libros antes), the auxiliary *had* indicates that this action was completed before at an earlier time.

No matter the construction of the verb phrase, the 1-2-3-4-5 format applies in the same way. Let’s look at few sentences with the present and past perfect tenses in the box. As always, place your subject in number three, and the complete verb phrase goes in number four!

1	2	3	4	5
		I	have eaten	in many restaurants.
		He	has participated	in most of the events.
		They	had taken	that test before.

The construction of the verb phrases in these sentences follow the same pattern as in the progressive tenses (unit four) where there was an auxiliary verb and a main verb in the verb phrase. For this reason, you must follow the same pattern when formulating yes/no questions.

Past
participle
form

1	2	3	4	5
	Have	I	eaten	in many restaurants?
	Has	he	participated	in most of the events?
	Had	they	taken	that test before?

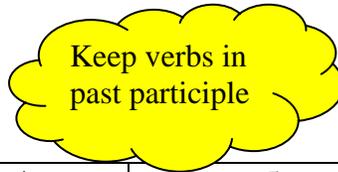
In this case, you move the auxiliary verb (have, has, or had) to the number two slot as the yes/no interrogative expression and everything else stays in its respective place. You must not forget to write the question mark at the end and, like in the progressive tenses, you keep your main verb (number four) the way it is –you do not need to change the past participle form! Remember that in this sentences the verbs **have, has, had** are functioning as auxiliary verbs and not as the main verb. You might find a sentence like the following:

I have had many opportunities in my life –He tenido muchas oportunidades en mi vida.

The answers for these questions will also follow all previous formats.

<u>Yes/no question</u>	<u>positive response</u>	<u>negative response</u>
Have I eaten in many restaurants?	Yes, I have.	No, I haven't.
Has he participated in most of the events?	Yes, he has.	No, he hasn't.
Had they taken that test before?	Yes, they had.	No, they hadn't.

Remember that these answers are useful for formal contexts such as written academic works and talk, job interviews and the professional environment, or in contexts where politeness and courtesy manners are expected. As result, in normal and casual conversations, you won't hear often people expressing themselves with such formality when answering. To make information questions with the perfect tenses (present perfect and past perfect) you will follow the same steps as before.



1	2	3	4	5	answers
Where	have	you	been	all day?	At school.
Why	has	it	rained	so much lately?	It's a cold front.
What	had	they	done	last month?	Nothing really.
How	have	you	lived	in such conditions?	I have survived.
How many hours	has	she	spent	there alone?	About two hours.

You will place the information interrogative expression (or phrase if necessary) in the number one spot, the auxiliary verb follows in number two and everything else stays in place. Make sure to leave the verb in the past participle as shown in the table above. Notice that in the last question *–how many hours* , the complete phrase was inserted in number one block without affecting or altering the 1-2-3-4-5 format!

Congratulations! You **have finished** the present perfect tenses lesson! It's time to work with your practice exercises to see how much have you learned so far!

Practice exercises:

UNIT FIVE Present perfect tenses (*have, has, and had*)

Exercise 1E: yes/no questions with present and past perfect tense (*have, has, had*)

Directions: In your notebook, or in a separate sheet of paper, write a correct **yes/no** question for the following statements. Then, write the appropriate answer for each one.

1. Francisco has finished his second year at the UPRH just in time.
2. Many countries around the world had voted against the proposal.
3. You have had a lot of problems lately!
4. Cinthia has answered all the exercises correctly.
5. We have slept all day long without any preoccupations.



Exercise 2E: Information questions with *perfect tenses*

Directions: Write a correct **information** question for the following statements based on the underlined information.

1. The children have played more video games today than yesterday.
2. Your uncle has traveled five times to Italy this year.
3. The professor and the students had decided to cancel the class because of the weather.
4. Today, I have eaten three slices of pizza, one sandwich, and two doughnuts.
5. Liza and her friends have vacationed in Las Vegas many times.

Exercise 3E: yes/no questions and information questions with perfect tenses

Directions: Read the following set of questions and answers and determine if they are written properly by writing the letter (c) if you consider they are correct, or the letter (I), if you consider they are incorrect. **Read carefully!**

1. Where have Carlos works during the summer? He has worked at a gas station.
2. Have you seen that movie before? Yes, I did.
3. Why has she cried so much all night? Because she is sad.
4. When had you go to Orlando with your family? I went there last year.
5. Has she ever considered an offer like that one? No, she hasn't.
6. How many times have you had so many classes like this semester? Never.
7. Have they washing the car yesterday? No, they weren't.
8. Where have you been all day? I have been everywhere.

Good job! Now you are ready for the last lesson of this module!

UNIT SIX
1-2-3-4-5 format with *will* and other modal or auxiliary verbs

In the very first unit of this module, you were introduced to the future tense of the verb *to be* – *I will be a professional someday*. If you remember, to make a yes/no question in these cases, all you had to do was to move the auxiliary verb *will* to the number two spot as the interrogative expression leaving everything else in the statement exactly like it is – *Will I be a professional someday?* The main verb remains in its basic form without any grammatical alterations.

Now in this last unit, you will see that the same pattern applies in the same way in both yes/no questions and information questions when we use the 1-2-3-4-5 format for the future tenses constructions. Let’s take a look!

tense	sentence	1	2	3	4	5
Simple future	I will study next week	When	Will will	I I	study study?	next week?
Future progressive	I will be studying all night.	When	Will will	I I	be studying be studying?	all night?

* The future perfect and the future perfect progressive forms are rarely used in questions since the future progressive tense basically covers these particular time frames.

This pattern of placing the auxiliary verb as the yes/no interrogative expression (number two) is also applied for all the modal auxiliaries. The modal auxiliaries are those expressions used in the language to modify the main verb’s mode or condition. Let’s take the following examples of sentences:

- He plays baseball with my friends.*
- He will play baseball with his friends.*
- He can play baseball with my friends.*
- He must play baseball with my friends.*

He should play baseball with his friends.

He may play baseball with his friends.

When you have to make yes/no questions with sentences that use any kind of auxiliary verbs such as *will, can, may, should, must*, the verb *to be*, or others, you will always place this auxiliary verb in the number two spot as the yes /no interrogative expression and let the sentence continue its way. Always remember that in these cases the main verb will keep its basic form –that is no (S) forms, no (d, ed) past forms, no (ing) progressive forms, and no (PP) past participle forms.

Here are some examples!

VERB IN
BASIC
FORM

1	2	3	4	5
	Should	we	stop	right now?
	Can	you	take	the exam tomorrow?
	May	I	go	to the bathroom?

The answers for these questions follow the same patterns studied before by ending with the same expression used in the question –a touch of formality:

Yes, we should. No, we shouldn't. Yes, I can. No, I can't.

Information questions with auxiliary verbs will also follow the format in the same way as it shown in the table below.

1	2	3	4	5	answers
When	should	we	stop?		Right now.
What	can	you	take	tomorrow?	The exam.
Where	may	I	go?		To the bathroom.

The modals (often referred to as verb auxiliaries) serve various and distinct functions in a sentence. Sometimes, they may convey a message of present or future possibility (can, may, might, could), on other occasions they can express an ability –past (could) or present (can), and they could also have other functions as well.

For more information about modal auxiliaries, look at the section modal verbs on the web-page www.englishclub.net.

Well, this is the end of the last lesson! Congratulations, you have made it this far! Now it's time for your last set of practice exercises before going on to the last part of the module!

Practice Exercises: UNIT SIX

Exercise 1 E

Directions: Write a yes/no question for each of the following sentences. Then, write an appropriate response for each one.

1. The mother must take her daughter to the doctor right away.
2. Some fashion models will sacrifice their appetite to stay in shape.
3. They should change their way of thinking before is too late.
4. My friends can give me whatever they want for my birthday party.
5. I could prepare dinner tonight for all of us.
6. We can run ten miles a day without getting tired!
7. I will remember this module for the rest of my life.

Exercise 2 E

Directions: Write an information question for the following sentences based on the underlined information.

1. At the park, we can rent bicycles, skates, go-carts, and many other things.
2. Diana and Norma should participate more in class because they are very quiet.
3. I must reduce my socializing time in order to improve my grades.
4. Several students from UPRH could sing tonight at the concert.
5. I must talk to him peacefully.
6. Ramón can swim five to six miles everyday.
7. You should bring the hot dogs and the ketchup for tomorrow's party!
8. Roxanna must pay better attention to class because she doesn't understand the material well.
9. The chef will cook lasagna for all his friends this weekend.

The negative form and other considerations when writing yes/no questions and information questions in English.

Throughout the module, you have seen that responses to yes/no questions could either be positive or negative responses. The negative responses simply carry the **not** expression at the end like in *cannot, am not, do not, did not, does not, are not, has not, will not, was not*, etc. In order to facilitate the communication process (both written and spoken), the English language relies on contractions (mentioned in unit one) to construct the negative forms such as *can't, shouldn't, doesn't, won't, didn't, don't, isn't, weren't*, etc.

In the same way, when you have to make questions in the negative form, you will simply add the expression not next to the interrogative expression as illustrated below:

Do *you have a boyfriend?* *Yes, I do. No, I don't.*

Don't *you have a boyfriend?* *Yes, I do. No, I don't.*

Are *they painting the house right now?*

Aren't *they painting the house right now?*

The format is the same for all tenses and situations. Notice that this negative expression, whether in the contraction form or separated, will always be placed in the number two position of the 1-2-3-4-5 format along with the interrogative expression. When the questions are formulated in the negative form, the responses will be either positive or negative just as if they were formulated in positive.

There are many other verb tenses and/or grammatical situations that were not covered in this module because of their complexity (present perfect progressive, future perfect progressive, passive voice, subjunctive mode, clauses, and others) and because they are not as common as the ones that you studied. However, if you apply the principles and order of the 1-2-3-4-5 format, you will find out that it applies and fits perfectly to all instances. The only variations will be the number of words used in each block. For example, take a look at a sentence in the present perfect progressive.

They have been playing under the sun since ten o'clock.

Once you identify that the verb phrase is composed of three words (have been playing), you immediately find the auxiliary verb (have). Then, you know how simple it gets! You place it in the second block and everything else falls in place. The same ordeal applies to the information question.

1	2	3	4	5
		They	have been playing	under the sun...
	Have	they	been playing	under the sun...
Where	have	they	been playing?	



In all instances, when you identify the auxiliary verb in the verb phrase of the sentence, if you remember the positions in the format, you should never go wrong about formulating questions in English.

The 1-2-3-4-5 format is a true organizer. It is a syntactic organizer and it helps you by allowing you to use your logical thinking or reasoning when making questions in English. In this way, you don't have to go back to the old tricks of guessing or memorizing some *do* and *does* rules to take one quiz or one exam. Now with this method, you should know how to organize your questions (all kinds of questions) correctly and accurately in a sure way!

Congratulations! You finished the 1-2-3-4-5 Module! You have done a great job indeed. Now, you must wrap it up by completing a simple post test that includes samples from all the units to assess your learning. Go for it!

POST TEST

PART I . Matching Exercise

Directions: Match the questions from column A with their correct responses on column B

Read carefully! You have examples from all the units!

COLUMN A Yes/no questions and information questions	COLUMN B responses
1. Where are you from?	a. Yesterday afternoon.
2. Have they seen that commercial before?	b. Yes, they have.
3. Does she take care of her little brothers at night?	c. At my neighbor's house.
4. Will Frank and Jessica go with us to the party?	d. Yes, it has.
5. What did he say about that?	e. Because the bus is late.
6. Do they think they are better than anybody else?	f. About three hours.
7. When were they swimming?	g. No, she didn't.
8. Did Karla bring her materials for the class?	h. Yes, they are.
9. Is the professor checking attendance right now?	i. She's very sad.
10. Has the weather changed lately?	j. I'm from San Juan.
11. Why are we waiting here for so long?	k. No, we shouldn't.
12. Are they Americans?	l. Yes, it does.
13. How many hours did you spend shopping?	m. He said nothing.
14. Should we call the police right now?	n. Yes, she was.
15. Are you taking your medicines everyday?	o. Yes, they do.
16. How is she feeling about this situation?	p. No, it isn't.
17. Was Nancy visiting her parents last week?	q. No, she doesn't.
18. Where am I playing baseball on weekends?	r. Yes, I am.
19. Does the package include the batteries also?	s. Yes, he is.
20. Is this the last exercise of this module?	t. No, they won't.

Answers to practice exercises

Diagnostic Test

Part I.

1. I
2. C
3. C
4. I
5. I
6. C
7. I
8. I
9. C
10. I
11. I
12. C
13. C
14. I
15. I
16. C
17. I
18. C

Part II

- | | |
|------|------|
| 1. C | 15.B |
| 2. A | 16.D |
| 3.A | 17.C |
| 4.A | 18.B |
| 5.B | 19.B |
| 6.C | 20.C |
| 7.D | 21.B |
| 8.A | 22.A |
| 9.A | 23.A |
| 10.C | 24.B |
| 11.C | 25.C |
| 12.F | 26.B |
| 13.G | 27.E |
| 14.A | 28.G |

Exercise 1A (unit one)

1. Are the students from the UPRH very intelligent? Yes, they are.
2. Was the first unit really easy? No, it wasn't.
3. Was Mrs. González, the school director, absent yesterday? Yes, she was.
4. Will tomorrow be a hot day? Yes, it will.
5. Are my mother and father (my parents or they) in St. Thomas this week? Yes, they are.
6. Am I responsible, honest, and friendly? Yes, I am.
7. Is Lisa's dog her best friend? No, it isn't.
8. Were some professors lost in the discussions? No, they weren't.

Exercise 2A

1. Why are some classes more complicated than others?
2. Where are the 3101 students?
3. What is Maritza? or Who is Maritza?
4. When will the package be there?
5. How will the weather be this weekend?

Exercise 3A

1. d
2. g
3. b
4. a
5. c
6. f

Exercise 1B (unit two) answers could be positive or negative

1. Does Helen travel to Spain every summer? *No, she doesn't.*
2. Do Víctor and Miguel (they) play basketball at school every afternoon? *Yes, they do.*
3. Do we need better computers in this laboratory? *No, we don't.*
4. Do some professors teach their classes on-line? *Yes, they do.*
5. Do we (my sister and I) take the bus to school every morning? *No, we don't.*
6. Do many students go to the beach during the Holy Week recess? *Yes, they do.*
7. Does her dog eat bones, crackers, candy, and even ice cream? *Yes, she does.*
8. Does he visit his mother on special days like Thanksgiving and Christmas? *Yes, he does.*

Exercise 2B

1. Why do you work extra hours?
2. How does Linda spend most of her free time?
3. When does my mother cook rice and beans with fried chicken?
4. Where does the Governor of Puerto Rico live?
5. When do Héctor and his friends (they) practice Tae-Kwon-Do?

Exercise 3B

1. g
2. a

3. e
4. c
5. d
6. b

Exercise 1C Unit Three Reminder: answers could be positive or negative

1. Did Hugo **find** a baseball? Yes, he did.
2. Did (they) Alex, Yaritza, and Nelly **present** their oral report on time? No, they didn't.
3. Did they **study** very hard for the College Board Exam? Yes, they did.
4. Did some players **interrupt** their coach during the practice? No, they didn't.
5. Did the little kid **break** the window with the basketball? Yes, he did.
6. Did the TV **show** the latest news? Yes, it did.
7. Did (we) my brother and I go to Disney World last summer? No, we didn't.
8. Did (she) Brenda think about all her friends? Yes, she did.

Exercise 2C

1. When did you wash your car?
2. What did Roberto run last year?
3. Why did my parents give me a gift?
4. How did the wind blow yesterday?
5. Where did Kathy clean her CDs?

Exercise 3C UNIT THREE

1. d
2. e
3. f
4. g
5. b
6. c

Exercise 1D: UNIT FOUR

1. Are the boys and girls (they) playing in the back yard? Yes, they are.
2. Were many students (they) paying attention to the news? No, they weren't.
3. Was I driving to Humacao, when the rain began? Yes, I was.
4. Is my mother cooking a delicious meal right now? No, she isn't.

5. Is the weather changing very rapidly nowadays? Yes, it is.
6. Was the baseball team showing some signs of fatigue? No, it wasn't.
7. Are students from last year receiving more benefits than us? Yes, they are.
8. Is the candidate looking for better opportunities to excel? No, he isn't.
9. Are all of us waiting for the bus? Yes, we are.
10. Is Diana thinking about getting a new job? No, she isn't.

Exercise 2D:

1. With whom is Luis playing video games during lunch time?
2. What is this exercise complicating right now?
3. When was Raquel visiting Ponce with her family?
4. Where were Christian and Raul (they) drinking beers last Sunday?
5. Why are we taking a break?
6. What is my dog eating?
7. What was she answering when you showed up at her house?
8. How are the cars moving down the avenue?

Exercise 1E: UNIT FIVE

1. Has Francisco finished his second year at the UPRH just in time? Yes, he has.
2. Had many countries around the world voted against the proposal? No, they hadn't.
3. Have you had a lot of problems lately? Yes, I have.
4. Has Cinthia answered all the exercises correctly? No, she hasn't.
5. Have we slept all day long without any preoccupations? Yes, we have.

Exercise 2E:

1. What have the children played more today than yesterday?
2. How many times has your uncle traveled to Italy this year?
3. Why had the professor and the students (they) decided to cancel the class?
4. What have I eaten today?
5. Where have Liza and her friends vacationed many times?

Exercise 3E:

1. (I) worked –not works
2. (I) Yes, I have –not did
3. (C)
4. (I) gone –not go
5. (C)
6. (C)
7. (I) two tenses mixed up (progressive and perfect)
8. (C)

UNIT SIX

Exercise 1F

1. Must the mother take her daughter to the doctor right away? Yes, she must.
2. Will some fashion models sacrifice their appetite to stay in shape? No, they won't.
3. Should they change their way of thinking before is too late? Yes, they should.
4. Can my friends give me whatever they want for my birthday party? No, they can't.
5. Could I prepare dinner tonight for all of us? Yes, you could.
6. Can we run ten miles a day without getting tired? No, we can't.
7. Will I remember this module for the rest of my life? Yes, I will.

Exercise 2F

1. What can we rent at the park?
2. Why should Diana and Norma participate more in class?
3. What must I reduce in order to improve my grades?
4. When could several students from the UPRH sing at the concert?
5. How must I talk to him?
6. How many miles can Ramón swim everyday?
7. What should you bring for tomorrow's party?
8. Why must Roxanna pay better attention to class?
9. What will the chef cook for all his friends this weekend?

POST TEST Part I. Matching Exercise

1.J	6.O	11.E	16.I
2.B	7.A	12.H	17.N
3.Q	8.G	13.F	18.C
4.T	9.S	14.K	19.L
5.M	10.D	15.R	20.P

Part II Correcting errors.

21. E

22. D

23. A

24. D

25. A

26. A

27. D

28. A

29. A

30. C