Units 1–12
Grammar reference

The Grammar reference section presents in-depth information for each of the grammar charts in the Student Book. It can serve as a quick refresher on grammar, give you ideas for further exploiting the grammar charts, and help prepare you for student questions. Each Grammar reference item consists of two parts: an explanation and an example.

When preparing for class, review the information in the relevant Grammar reference section. Make note of any helpful information in the chart that you think your students need to know. Write down any examples you might want to put on the board. Be careful, however, not to overload your students with information—choose additional points carefully and sparingly.

Suggested procedures

- After students have read the grammar chart and completed Discovering grammar, introduce the grammar point you want to share with your students by writing the example on the board. Then ask questions about the example to help students figure out the rule for themselves. For example, for the first Grammar reference point from Unit 1, page 8:

(Explanation)	(Example)
The *be* verb (*am/is/are*) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: *I **am** Andy*. Location: *We **are** in Miami*. Time: *It **is** eight o'clock*. Description: *Miami **is** nice*.

- Say *We usually use the* be *verb to talk about four things. I'm going to write four sentences on the board. What do we use the* be *verb to talk about in each?*
- Write the four example sentences on the board:

    I am Andy.

    We are in Miami.

    It is eight o'clock.

    Miami is nice.

- Ask *What do we use* be *to talk about in the first sentence?* (a name) *What do we use* be *to talk about in the second sentence?* (a place or location) Elicit usages of *be* for all the sentences, writing *Name, Location, Time,* and *Description* on the board next to the appropriate sentences.
- Summarize the function of the *be* verbs by saying *The* be *verb* (am/is/are) *is usually used to give the name, location, or time of something. It is also used to describe something.*
- Elicit one or two other examples for each usage of *be* by asking *What's another* be *sentence that gives a name? A location? A time? A description?*

Unit 1, page 8: The simple present of *be*

The *be* verb (*am/is/are*) is usually used to give the name, location, or time of something. It is also used to describe something.	Name: *I **am** Andy.* Location: *We **are** in Miami.* Time: *It **is** eight o'clock.* Description: *Miami **is** nice.*
Be is often found in the pattern subject + *be* + complement. Most sentences contain a subject and a verb. The subject usually comes before the verb and can be a noun or pronoun.	Subject + verb + complement *Brian + is + fifteen.*
In the sentence pattern subject + *be* + complement, the complement can be a noun, adjective, or prepositional phrase.	Subject + *be* + **noun**: *I am **a boy**.* Subject + *be* + **adjective**: *It is **great**.* Subject + *be* + **prep. phrase**: *He is **at home**.*
A pronoun replaces the name of a person, place, or thing.	**Brian** is fifteen. → **He** is fifteen. **Miami** is in Florida. → **It** is in Florida.
Some pronouns are singular and refer to one person, place, or thing. Some are plural and refer to two or more people, places, or things. *You* can refer to either one person <u>or</u> two or more people.	*I, he, she, it* = **singular** *we, they* = **plural** *you* = **singular** or **plural**
The singular form of *be* is *is*; the plural form of *be* is *are*.	**singular** → Brian **is** fifteen. **plural** → Brian and Andy **are** boys.
Add *not* after *be* to make a sentence negative.	*I am eleven.* → *I am **not** eleven.*
To make a contraction, drop the first letter of the *be* verb and add an apostrophe ('), then join it with the pronoun.	**She is** Liza. **They are** students. *(she + 's = she's)* *(they + 're = they're)* **She's** Liza. **They're** students.
Contractions are used in spoken English but often avoided in formal written English.	Spoken: "**He's** fifteen years old." Formal written: **He is** fifteen years old.

Unit 1, page 10: Questions with *be*

To make a *Yes/No* question with *be*, reverse the order of the subject and verb.	*He + is + OK.* → **Is + he + OK?**
To make a short answer, drop the complement. You cannot use a contraction in an affirmative short answer.	**Long answer** **Short answer** *Yes, he is OK.* *Yes, he is.* *Yes, he's OK.* ~~*Yes, he's.*~~
To make a contraction in a negative answer, you can join the subject and contracted *be* verb, or the *be* verb and *not*.	*They are not.* → **They're** not. → They **aren't**.
With *am*, you can only make a contraction with the subject and *be* verb, not with *am* and *not*.	*I am not.* → **I'm** not.
To make an information question, put the question word before the verb.	**Question word** + verb + subject **What** + is + it?
Contractions with *be* are also possible with regular nouns and question words in spoken English.	*"**Brian's** fifteen years old."* *"**What's** your name?"*

Unit 2, page 16: Prepositions of place: *in, on, above, under, at, behind, in front of*

Prepositions of place answer the question: Where + *be* …?	*Where is your Dad?* *He's **at** home.* *Where are your bags?* *They're **on** the cart.* *Newport Beach is **in** Orange County.*
Prepositions of place are used to identify the locations of people, places, and things.	Person: *Brian is standing **behind** Robbie.* Place: *Miami is **in** Florida.* Thing: *The book is **on** the desk.*
Be is frequently found in the sentence pattern subject + *be* + preposition + location.	Subject + *be* + preposition + location *My skateboard + is + **behind** + the door*
Prepositions of place are frequently followed by *the.*	*The poster is **on the** wall.* *Mrs. Smith is **in front of the** blackboard.*
The preposition *at* is used to refer to a specific point or place.	*She is **at** school.* *Mrs. Salas is **at** the airport.*
The preposition *in* refers to a location in an enclosed space.	*The students are **in** the classroom.* *My mom is **in** the kitchen.*
The preposition *on* refers to a location on a surface.	*The cat is **on** the bed.* *The CDs are **on** the table.*
The prepositions *above, under, behind,* and *in front of* refer to locations in relation to something else.	*The clock is **above** the bed.* *The shoes are **under** the table.* *My backpack is **behind** the chair.* *Mrs. Smith is **in front of** the blackboard.*

Unit 2, page 18: Possessive adjectives

Possessive adjectives (*my/yours/his/hers/ours/theirs*) describe nouns and are used to show ownership.	*That is **my** computer.* *Where are **your** books?* *Who is **their** teacher?* ***Our** last name is Gonzalez.*
Use *his* to refer to nouns that belong to a male and *her* to refer to nouns that belong to a female.	*Brian's mother → **his** mother* *Liza's father → **her** father*
A possessive adjective must be used with a noun.	*She is **my sister**.* ***Your computer** is cool.* ***His dad** is from Australia.*
Possessive adjectives remain the same whether the object that is owned is singular or plural.	*These are **my** CDs.* ***Her** sisters are my friends.* ***Our** dog is very old.*

Unit 3, page 27: NOUNS: Singular and plural forms

Most nouns are regular and are made plural by adding -s .	*cat → **cats** computer → **computers***
To make nouns that end with -x, -sh, -ch, -ss plural, add -es.	*fox → **foxes** watch → **watches** glass → **glasses** brush → **brushes***
To make nouns that end with a consonant and -y plural, change the -y to -i and add -es.	*family → **families** city → **cities***
To make nouns that end with a vowel and -y plural, add -s.	*boy → **boys** day → **days***
To make some nouns that end with an -o plural, add -es.	*tomato → **tomatoes** volcano → **volcanoes***
To make nouns that end with -f/-fe plural, change the -f to -v and add -es.	*knife → **knives** shelf → **shelves***
Some nouns are irregular. These nouns change sounds when they are made plural.	tooth → **teeth** foot → **feet** man → **men** child → **children**

Unit 3, page 28: *This/that; these/those;* Articles *a* and *an*

Use *this* to point out a singular noun that is near you.	***This** is my skateboard.*
Use *that* to point out a singular noun that is far from you.	***That** boy over there is my brother.*
You may shorten *that is* to *that's*.	***That's** my mom.*
Use *these* to point out plural nouns that are near you.	***These** are our computers.*
Use *those* to point out plural nouns that are far from you.	***Those** girls go to my school.*
Use *a* or *an* to talk about a singular noun that is a member of a group.	*He is from **a** country in South America.* *That's **an** eraser.*
Use *a* before a word beginning with a consonant.	*It's **a** dog.* *That's **a** big box.*
Use *an* before a word beginning with a vowel.	*That's **an** apple.* *It's **an** orange jacket.*
Use *they're* to talk about two or more members of a group.	***They're** my parents.*

Unit 4, page 36: *Can* for requests

Can is used to make requests (usually in the near future).	***Can** you wait for me?* ***Can** I use your computer, please?*
Requests begin with *Can* followed by a subject noun/pronoun and the base form of a verb; or with *Can* followed by a subject, the base form of a verb, and an object; or with *Can* followed by a subject, the base form of a verb, an object pronoun, and an indirect object.	*Can* + subject + verb ***Can she come?*** *Can* + subject + verb + object ***Can you** please **help me?*** *Can* + subject + verb + object + indirect object ***Can I ask you** a **question?***
Affirmative answers to *Can* requests can vary.	***Yes,** you can.* ***Sure,** you can.* ***OK.*** ***Of course.***
Negative answers to *Can* requests can vary. Use contractions in informal conversation.	***No**, you can't.* ***Sorry**, but you can't.* ***No**, you cannot.*

Unit 4, page 38: *When/What time/What day* + prepositions of time

Questions of time beginning with *When, What time, What day* are followed by *be* (*am/is/are*).	*What days **are** the games?* *What time **is** your test?*
In spoken English and informal writing, contractions with *be* are commonly used in many information questions. However, they are discouraged in formal written English.	***When's** the class?* *What **day's** her birthday?* *What **time's** the party?*
Use the preposition *on* to answer questions about specific days and dates.	*What day is the test? It's **on** Monday.* *When's her birthday? **On** January 19th.*
Use the preposition *at* to talk about a specific time of day.	*What time is dinner? It's **at** 5:00.*
Use the preposition *in* to answer questions about periods of time, such as months, seasons, years, and times in the future.	*When's Halloween? It's **in** October.* *When's the big dance? It's **in** the spring.* *When's the game? It's **in** three weeks.*

Unit 5, page 43: Possessive forms of nouns

To form the possessive (show ownership) of most singular nouns, add an apostrophe (') and an -s.	*That book belongs to Brian.* *It's **Brian's** book.*
To form the possessive of a plural noun that ends in -s, add an apostrophe (') only.	*Those skateboards belong to the boys.* *Those are the **boys'** skateboards.*
To form the possessive of an irregular plural noun, add an apostrophe (') and an -s.	*This food belongs to the children.* *It's the **children's** food.*

Unit 5, page 45: The simple present of *have*

To form affirmative statements with *have,* use a subject, *have/has,* and a noun.	Subject + ***have/has*** + noun *She **has** a DVD player.* *They **have** a new car.*
To form negative statements, use a subject, *don't/doesn't,* the base form of *have,* and a noun.	Subject + ***don't/doesn't*** + ***have*** + noun *We **don't have** any classes today.* *He **doesn't have** any work.*
Any is often used before the object in negative statements with *have*. It is used for emphasis and means *(none) at all*. It is not possible to use two negatives in a sentence.	*I **don't have any** brothers or sisters.* X *I **don't have no** brother or sisters.*

Unit 5, page 46: The simple present of *have; any*; Questions with *How many*

To ask *Yes/No* questions with the simple present of *have,* start the question with *Do/Does* and follow with the subject and the base form of the verb.	***Do/Does*** + **subject** + ***have*** (+ *any*) + noun? ***Do you have*** *any CDs?* ***Does he have*** *any cousins?*
To answer *Yes/No* questions with *have,* use *Yes* or *No* and follow with a subject and *do/does* or *don't/doesn't*. In American English, the main verb *have* is not repeated in short answers.	***Yes/No*** + subject + ***do/ does/don't/doesn't*** *Do you have any tests?* ***Yes, I do**. (X Yes, I have.)* ***No**, I **don't**. (X No, I haven't.)*
To ask *How many* questions, begin with *How many,* follow with a noun, *do/does,* a subject, and the base form of *have*.	***How many*** + noun + ***do/does*** + subject + ***have*** ***How many*** *cousins **do** you **have**?*

Unit 6, page 54: The simple present of *like*

To form affirmative statements with *like,* use a subject, *like/likes*, and a noun.	***I/You/He/She/It*** + ***like/likes*** + noun ***She likes*** rap music. ***They like*** country songs.
To form negative statements with *like,* use a subject, *don't/doesn't,* the base form of *like,* and a noun.	***I/You/He/She/It*** + ***don't/doesn't*** + ***like*** + noun ***We don't like*** classical music. ***He doesn't like*** dance parties.
To ask *Yes/No* questions with *like,* start the question with *Do/Does,* and then use a subject, the base form of the verb, and a noun.	***Do/Does*** + ***subject*** + ***like*** + noun ***Do you like*** school? ***Do they like*** hip-hop?
To answer *Yes* questions with *like,* use *Yes* and follow with a subject and *do/does*.	*Do you like rap music?* ***Yes, I do***. *Does he like sports?* ***Yes, he does***.
To answer *No* questions with *like,* use *No* and follow with a subject and *don't/doesn't*.	*Do they like parties?* ***No, they don't***. *Does she own a house?* ***No, she doesn't***.
What kind of questions with *like* are formed using *What kind of*, a noun, *do/does*, a subject, and the base form of *like*.	***What kind of*** + noun + ***do/does*** + subject + ***like*** ***What kind*** of sports ***does*** he ***like***? ***What kind*** of food ***do*** you ***like***?

Unit 6, page 56: Object pronouns

There are seven object pronouns in the English language. Objects are people or things that are affected by the action of the verb.	**Singular object pronouns:** *me you him her it* **Plural object pronouns:** *us you them*
Object pronouns take the place of object nouns in a sentence.	*Marilyn likes Brian.* → *Marilyn likes* ***him***. *I love my parents.* → *I love* ***them***.
Object pronouns, not subject pronouns, follow prepositions.	*Your sister can come with* ***us***. *She sings to* ***us***. *I looked at* ***them***.

Unit 7, page 64: Imperatives

Imperative sentences are used to give orders, instructions, and warnings, and to make polite requests. Imperative sentences end with an exclamation mark or a period.	Orders: **Close the door!** Instructions: **Read the first three pages.** Warnings: **Be careful!** Polite requests: **Please tell me.**
Most imperative sentences start with the base form of a verb.	**Buy** the tickets! **Try** this food.
Most negative imperative sentences begin with *do not* or the contraction *don't*.	**Do not** open the door! **Don't** ask any questions.

Unit 7, page 66: *Can* to talk about abilities

The word *can* may be used to talk about abilities.	*My aunt is able to speak English.* → *She* **can** *speak English.*
Affirmative sentences about ability are formed using a subject noun/pronoun, *can,* the base form of a verb, and a complement if needed.	Subject + *can* + base form of verb (+ complement) **My uncle can speak** *Chinese.* **I can play** *the guitar.*
Yes/No questions about ability begin with *Can* followed by a subject and the base form of a verb.	*Can* + subject + base form of verb (+ complement) **Can you skate?**
To answer *Yes/No can* questions, begin with *Yes* or *No* followed by a subject, *can* or *can't,* and the base form of a verb.	*Yes/No* + subject + *can/can't* **Yes, I can.** **No, I can't.**
To form *What* questions with *can,* start with *What* followed by a complement if needed, *can*, a subject, and the base form of a verb.	*What* (+ complement) + *can* + subject + verb **What can she play?** **What music can she play?**
To form *Who* questions with *can*, start with *Who* followed by *can*, the base form of a verb, and a complement if needed.	*Who* + *can* + verb (+ complement) **Who can sing?** **Who can sing a song?**

Unit 8, page 72: Sequence words

Use the simple present to talk about habitual activities (things you do regularly).	*I* **study** *every day.* *We always* **go** *to my cousins' house on Sundays.*
Use sequence words to show the order in which things happen. Sequence words include *first, next, then, after that, finally.*	**First**, *I get dressed.* **Then** *I eat breakfast.* **Next**, *I read the newspaper.* **After that**, *I make my lunch.* **Finally**, *I go to school.*
You can use a comma after the sequence words *first, after that, next,* and *finally.* However, you cannot use a comma after *then.*	**First**, *I get up.* **Next**, *I brush my teeth.* **After that**, *I take a shower.* **Finally**, *I get dressed.* **Then** *we talk about the story.*

Unit 8, page 73: Adverbs of frequency; *How often?*

Adverbs of frequency answer the question: *How often …?* Adverbs of frequency include *always, usually, often, sometimes, seldom, rarely, never.*	**How often** *are you late?* *I'm* **rarely** *late.*
To describe things that are done or occur on a regular basis, use *usually, often, always.*	*I* **always** *brush my teeth in the morning.* *I* **usually** *eat breakfast.* *I* **often** *walk to school.*
To describe things that are done or occur infrequently, use *sometimes, seldom, rarely.*	*I* **sometimes** *watch TV at night.* *I* **seldom** *eat before meals.* *I* **rarely** *drink coffee.*
Adverbs of frequency usually come after *be.*	Subject + *be* + **adverb** + complement *Maria is* **rarely** *late.*
Adverbs of frequency usually come before other verbs.	Subject + **adverb** + verb (+ complement) *My mother* **usually** *cooks breakfast.*
To ask about frequency, use *How often* followed by *be* or *do/does.*	*How often* + *be* + subject + complement **How often are** *you early?* *How often* + *do/does* + subject + verb (+ complement) **How often do** *you walk to school?*

Unit 9, page 83: Prepositions of location

Prepositions of location are used to identify the locations of people, places, and things.	*The bank is **on the corner** of Theo Lane.* *Jesse's house is **behind** the school.*
Next to refers to a person, place, or thing that is beside another person, place, or thing.	T*he library is right **next to** the post office.*
The preposition *behind* refers to the location of a person, place, or thing that is at the back of another person, place, or thing.	*The pool is **behind** the hotel.*
On the corner of refers to the place where two streets meet.	*The house is **on the corner of** Bay and First Street.*
In front of refers to the location of a person, place or thing that faces another person, place, or thing.	*I can't see because you are right **in front of** me.*
Across from refers to the location of a person, place, or thing that is on the other side of another person, place, or thing.	*The park is **across from** the hotel.*
The preposition *between* refers to the location of a person, place, or thing that is in the middle of two things.	*Kate wants to sit **between** her mother **and** her sister.*
The preposition *in* refers to a location in a certain area or in an enclosed space.	*Miami is a city **in** Florida.* *The restaurant is **in** the mall.*
The preposition *on* refers to the location on a surface. Use *on* to refer to a street.	*We live **on** this street.*

Unit 9, page 84: *There is/There are*

Use *There is / There are* to show that something exists, often in a specific place.	***There is** a great art museum in the city.* ***There are** many Asian restaurants on our street.*
To form affirmative statements, start with *There* followed by the correct form of *be,* the subject, and a place if needed.	*There + be + subject (+ place)* ***There is** a post office on the corner.* ***There are** some interesting stores here.*
There is is usually contracted to *there's*.	*There is → **There's***
To form negative statements, begin with *There* followed by *be* and *not,* and the subject.	*There + be + not + subject (+ place)* ***There isn't anyone here.***
Use *some* to indicate a quantity in an affirmative statement. Use *any* in a negative statement.	*There **are some** great stores here.* *There **aren't any** hotels in this town.*
To ask *Yes/No* questions with *there is/there are,* begin with *be* followed by *there, a/an* or *any,* and a noun.	*Be + there + a/an/any + subject (+ place)* ***Are there any** good **parks in Miami**?* ***Is there a bathroom here?***
To answer *Yes,* use *Yes, there,* and *be.*	*Yes + there + be* ***Yes, there is.***
To answer *No,* use *No, there, be, not,* and *any* if desired.	*No + there + be + not (+ any)* ***No, there aren't (any).***

Unit 10, page 92: The present continuous: *be* (*am/is/are*) + verb *-ing*

The present continuous is something that is happening *right now.* The simple present refers *to events that happen frequently or to conditions that rarely change.*	**Present continuous:** *I'm sitting in the front row (as I speak).* **Simple present:** *I always sit in the front row.*
To form the present continuous of most words, just add *-ing.*	*I'm **dreaming** about my family vacation.* *They're **speaking** for all of us.*
To form the present continuous of words ending in a consonant and *-e,* drop the *-e* and add *-ing.*	*You're **making** a big mistake.* *We're **having** a party for our grandparents.*
To form the present continuous of words that end with a stressed consonant-vowel-consonant pattern, double the final consonant.	*My brother is **hitting** the ball.* *My cousin is **letting** us use his computer.*
To form affirmative statements in the present continuous, start with a subject followed by *be* and a verb ending in *-ing.*	Subject + *be* + verb *-ing* *My grandmother **is talking** (on the phone).* *We **are walking** (to the park).*
To form negative statements in the present continuous, start with a subject followed by *be, not,* and a verb ending in *-ing.*	Subject + *be* + *not* + verb *-ing* *We **are not swimming**.* *He **is not driving**.*
You can use the present continuous to talk about something that is happening right now and continuing into the future.	*I **am living** in Florida.* *We **are learning** English.*

Unit 10, page 94: The present continuous: *be* (*am/is/are*) + verb *-ing*

To ask *Yes/No* questions in the present continuous, begin with *be,* followed by a subject and a verb ending in *-ing.*	*Be* + subject + verb *-ing* ***Are you working?***
To answer *Yes* questions in the present continuous, begin with *Yes* followed by a subject and *be.*	*Yes* + subject + *be* ***Yes, I am.***
To answer *No* questions, begin with *No* followed by a subject, *be,* and *not.*	*No* + subject + *be* + *not* ***No, I am not.*** ***No, I'm not.***
To ask most information questions in the present continuous, begin with a *Wh-* word followed by *be,* a subject, and a verb ending in *-ing.*	*Wh-* + *be* + subject + verb *-ing* ***What is he reading?*** ***Where are they going?***
To ask a general question, use *What* and *doing.*	***What are you doing?***

Unit 11, page 100: The simple past of regular verbs

Use the simple past to talk about events that were started and finished in the past.	*We **moved** to Florida in 1999.* *We **studied** for the test last night.*
To form the simple past of most regular verbs that end in a consonant, add *-ed*. This includes words ending in a vowel and *-y*.	*talk → **talked*** *play → **played***
To form the simple past of regular verbs that end in *-e*, add *-d*.	*smile → **smiled*** *care → **cared***
To form the simple past of regular verbs that end in a consonant and *-y*, drop the *-y* and add *-ied*.	*cry → **cried*** *try → **tried***
To form the simple past of regular verbs that end with a stressed consonant-vowel-consonant pattern, double the final consonant and add *-ed*.	*stop → **stopped*** *plan → **planned***
To form affirmative statements in the simple past, begin with a subject followed by a past tense verb and a complement if needed.	Subject + past tense of verb (+ complement) ***They talked.*** ***She cried all day.***
To form negative statements in the simple past, begin with a subject followed by *did not,* the base form of a verb, and a complement if needed.	Subject + *did* + *not* + base form of verb (+ complement) ***They did not try at all.***
Did not is usually contracted to *didn't* in conversation and informal writing.	*did not → **didn't*** ***We didn't study.***

Unit 11, page 102: The simple past of regular verbs

To form *Yes/No* questions in the simple past, begin with *Did* followed by a subject, the base form of a verb, and a complement if needed.	*Did* + subject + base form of verb (+ complement) ***Did they call yesterday?*** ***Did you move last year?***
To answer *Yes/No* questions in the simple past in the affirmative, begin with *Yes* followed by a subject and *did*.	*Yes* + subject + *did* ***Yes, I did.*** ***Yes, they did.***
To answer *Yes/No* questions in the simple past in the negative, begin with *No* followed by a subject and *did not* or *didn't*.	*No* + subject + *didn't/ did* + *not* ***No, I didn't.*** ***No, they did not.***

Unit 11, page 103: The simple past of regular verbs

To form *Who* questions in the simple past tense, begin with *Who* followed by the past tense of the verb. *Who* is the subject of the sentence.	*Who* + past tense of verb ***Who called?*** ***Who picked** you up?*
Do not use *do/did/does* when *Who* is the subject.	X *Who did call?* ✓ ***Who called?***
To answer *Who* questions, begin with a subject followed by the past tense of the verb, or answer with a name alone.	Subject + past tense of verb *Who called?* ***Theo called.** or **Theo.***

Unit 12, page 110: The simple past of *be (was/were)*

The simple past of *be* for affirmative statements is *was/were*.	*I* **was** *you / we / they* **were** *he / she / it* **was**
The simple past of *be* for negative statements is formed with *was/were* and *not*.	*I* **was not** *you / we / they* **were not** *he / she / it* **was not**
Was not / Were not are usually contracted to *wasn't* and *weren't* in conversation and informal writing.	*was not →* **wasn't** *were not →* **weren't**

Unit 12, page 111: The simple past of *be (was/were)*

To form *Yes/No* questions with the simple past of *be,* begin with *Was/Were* followed by a subject and complement.	*Was/Were* + subject + complement **Was she** *sick last week?* **Were they** *late?*
To answer *Yes/No* questions with the simple past of *be* in the affirmative, begin with *Yes* followed by a subject and *was/were*.	*Yes* + subject + *was/were* *Was she sick last week?* *Were they late?* **Yes, she was.** **Yes, they were.**
To answer *Yes/No* questions with the simple past of *be* in the negative, begin with *No* followed by a subject and *was not / wasn't / were not / weren't*.	*No* + subject + *was/were* + *not* *Was she sick last week?* **No, she was wasn't.** *Were they late?* **No, they were not.**
To ask information questions with the simple past of *be,* begin with *a Wh-* question word followed by the simple past tense form of *be*.	*Who/Where/Why/What/ When/How* + *was/were* **Who was in the car?** **Why were they late?** **Where was he?**
To answer *Why* questions with the simple past of *be,* begin with the subject or *Because*.	*Why were they late?* **They were late because the bus was late.** **Because the bus was late.**

Unit 12, page 112: The simple past of irregular verbs

To ask *Who* questions with irregular verbs in the simple past, begin with *Who* followed by a verb in the simple past and a complement if needed.	*Who* + verb (+ complement) **Who took the books?**
To ask other information questions with irregular verbs in the simple past, begin with the *Wh-* question word followed by *did,* a subject, a verb in the base form, and a complement if needed.	*When* + *did* + subject + base form of verb (+ complement) **When did Gloria come home?**