



General Intermediate

Unit 2: Language is important

Objectives

- Grammar: Tenses and auxiliary verbs, short answers
- Vocabulary: What's in a word?
- Everyday English: Everyday situations
- Reading: Why Languages matter to me
- Listening: A world in one family





1. Look at the photo. Where do you think it is? What kind of language is it? How do we use pictures when we write now?

2. Read the quote. Does learning English teach you about your language?

‘Those who know nothing of foreign languages know nothing of their own (language)’.

Johann Wolfgang von Goethe

1. Each question has one word missing. Write it in.

1. Where ^{were} you born?
2. What languages you speak?
3. You enjoy learning a foreign language?
4. Why you studying English?
5. Which foreign countries have you been?
6. What you learn in the last English lesson?
7. What are you going do after this lesson?

2. Ask and answer the questions with a partner/ teacher.

Where were you born?

I was born in Peru

Language Quiz

1. Try to answer the questions in the Language Quiz. If you're not sure guess.

1. Which six of these languages does the UN use for official business?

a. English d. Spanish g. Portuguese
b. Russian e. French h. German
c. Japanese f. Arabic i. Chinese

2. In Britain, which sounds do ¹bees and ²cats make?

a. ¹sum and ²miau
b. ¹bum and ²nyan
c. ¹buzz and ²miaow

3. At what rate are languages 'disappearing' around the world?

a. one every two weeks
b. one every two months
c. one every two years

4. On which continent have languages 'developed' clicking sounds as consonants?

a. Asia
b. South America
c. Africa

5. English has taken words from different languages, including gendered nouns (masculine and feminine). Why didn't English keep the gender?

a. Because English never had gendered nouns.
b. Because the different languages had a different gender for the same nouns.
c. Because gendered nouns were difficult to pronounce.

6. When did people first 'begin' to read silently, and not say the words out loud?

a. in 400 BC
b. in the 1st century AD
c. in the 10th century

7. Where are you 'standing' if you are using an ATM in Latin?

a. in Vatican City
b. in the University of Oxford
c. in Rome city centre

8. What language was commonly 'spoken' by well-educated Ancient Romans?

a. Latin
b. Greek
c. Hebrew

9. The *Chicago Tribune* newspaper has often tried to simplify English spelling. Which of these examples have *become* standard AM English?

a. burocrat and definitely
b. iland and det
c. catalog and program

10. What was Thomas Edison *doing* when he recited the nursery rhyme, 'Mary had a little lamb'?

a. making the first telephone call
b. making the first sound recording
c. making the first moving pictures

11. How long have people been using the acronym OMG (Oh My God!)?

a. since 1917
b. since 1985
c. since text messaging began

12. How many new words are 'added' to the Oxford English Dictionary every year?

a. 500
b. 1,000
c. 3,000

2. Listen and check your answers. The audio is in a different order than the questions! Make notes about the extra information you hear.



3. Does anything surprise you?

LANGUAGE FOCUS

1. Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
2. Answer these questions. Give examples from the quiz.
 - a. Which tenses use the auxiliary verbs do/does/did to form questions and negatives?
 - b. Which tenses use the verb to be (is/are/was)?
 - c. Which tenses use have/has?

Go to pages 17-21 for grammar reference.

Practice I No, they don't

1. Correct the information in the sentences.

1. **A:** Brazilians speak Spanish.
B: No, they don't speak Spanish! They speak Portuguese!
2. **A:** The Pope lives in Milan.
B: No, he doesn't live in Milan! He lives in Rome, in the Vatican!
3. Shakespeare wrote his plays in Latin.
4. The world is getting colder.
5. The Americans didn't land on the moon.
6. Cinderella was going to the ball when she lost her shoe.
7. The UK has never had a female Prime Minister.
8. The 2016 Olympics were held in London.

2. Listen and compare. Notice the stress and intonation.



-ed and -ing adjectives

3. Is 's in these sentences the auxiliary *is*, or *has*?

1. What's making that buzzing noise? is
2. He's learned Spanish really well.
3. Plastic's made from oil.
4. Who's been eating my chocolates?
5. I think Jack's worried.
6. What's produced in your country?

4. Listen to more sentences with 's, say if they mean *is* or *has*.



Talking about yourself

5. Complete the questions with the correct auxiliary verb and name the tense. Then answer them.

1. What time do you usually wake up on weekends?
2. What time did you get up today?
3. How long does it normally take you to reach class?
4. Who is sitting next to you? What is he or she wearing?
5. How long have you known the teacher?
6. What were you doing when the teacher entered the room?
7. What do you not enjoy doing in English lessons?
8. Which school subjects didn't you enjoy when you were younger?
9. Have you ever studied any other languages?
10. Is English commonly spoken in your country?

1. Nick has foreign students staying in his house in Bath. Listen and complete his conversation with Denisa and Miguel. Which of them sounds more friendly and polite? In what way?

Denisa- Hi, Nick! _____ you been shopping?

Nick- Yes, I have. I _____ going to cook fish pie for you two tonight. _____ you have a good day at college?

Miguel- No. Well, I _____. We _____ practising giving presentations.

Nick- Oh, sounds interesting. _____ that not useful for you, Miguel?

Miguel- No.

Nick- Why? _____ you never have to give presentations at work?

Miguel- No.

Denisa- I _____. That's why I need to improve my English.

Nick- Well, it's definitely improving!

Miguel- _____ you noticed my English is better?

Nick- Er, yes, I _____. And it'll get better the longer you're here.

Denisa- No, it _____ because he speaks Spanish with the other Spanish students all day!

Miguel- No!

Denisa- Yes, you _____! You're always together. Are you going on the trip to Wales on Saturday?

Miguel- Yes.

Denisa- I'm going too, and Keiko and Roberto _____, so spend the day speaking English with us.

Miguel- OK.



2. How could Miguel's replies sound friendlier and more polite?

3. Listen and compare the conversations. 
2.5

4. Act out the conversation in exercise 1 again. Take it in turns to be Miguel, and make his replies friendlier and more polite.

SPOKEN ENGLISH | Sounding polite

1. In English conversation, it doesn't sound polite or friendly if you reply with just yes or no. Try to give short answers using auxiliaries.

'Did you have a great time?'

'Yes, I did.' / 'No, I didn't.'

2. It also helps the conversation if you add some information.

'Are you enjoying university?'

'Yes, I am, I really like the professors, and I've made a lot of friends.'

3. Reply to these questions. Use short answers and add some information.

a. Did you walk to class?

b. Do you like pasta?

c. Have you travelled abroad much?

d. Are you going straight home after work?

Practice

1. Match a line in A with a short answer in B and a line in C.

A	B	C
1. Did hear that noise?	No, I haven't.	Have you lost it again?
2. Are you doing anything tonight?	No, I didn't.	They didn't have my size.
3. Have you seen my phone anywhere?	Yes, it is.	Do you want to come round?
4. Did you get those shoes you liked?	Yes, I did.	I think it was thunder.
5. Is it nearly break time?	No, I'm not.	I'm dying for a coffee!

Listen and check. Pay attention to stress and intonation.  2.6

2. Listen to each line and reply in a friendly and polite way. Then listen and compare.  2.7

A survey

3. Read the survey, answer the questions, and add two of your own. Then ask and answer them with a partner, giving short replies with some extra information.

Are you interested in any sports?

Yes, I am. I often play soccer. I'm in a club, and I love watching tennis.

4. **Optional:** Tell the class about each other.
'Pedro's interested in two sports; soccer and tennis. He often...'

A survey



- 1. Are you interested in any sports?
Yes / No
- 2. Have you got a pet?
Yes / No
- 3. Does music play an important part in your life?
Yes / No
- 4. Do you think you look at your phone too often?
Yes / No
- 5. Does anyone in your family have an allergy?
Yes / No
- 6. Did you study English in primary school?
Yes / No
- 7. Have you ever been to England or America?
Yes / No
- 8. What have you been watching on TV recently?
- 9. _____ ?
- 10. _____ ?

5. Find a mistake in each sentence and correct it.

- 1. Everyone speak English where I work.
- 2. You know where the bus
- 3. 'Do you like football?' 'Yes, I like.'
- 4. Do you think is going to rain?
- 5. I see him just a couple of minutes ago.
- 6. The glass was already broke when I opened the box.



Discuss the questions.

1. Which percentage of people in each of these countries say they can speak foreign language?

- a. 25%

b. 91%

c. 38%

d. 62%
- the US _____

Sweden _____

Italy _____

the UK _____

2. In which of these countries can schoolchildren stop learning a foreign language when they are 14?

- a. China

b. Turkey

c. Brazil

d. the UK

3. Is it important for native speakers of English to learn a foreign language?

Why/Why not?

1. Read the intro and fact files, then respond.

- Why do you think this article appeared in a British newspaper?
- Why do you think each person wanted to learn foreign language?

2. Complete the following charts based on the texts.

	Eddie Izzard	Chris Packham
Languages spoken		
Motivation for Learning them		
Level reached		
Benefits		

3. Figure out the meaning of the highlighted words from the context in the text.

1. Who finds learning languages difficult?
2. Who has tried different ways of learning a language?
3. Who is expecting it to be easier to learn another language? Why?
4. Who is using languages to do something very original?
5. Who has used what he does for a living to help him learn a language?
6. Who says he feels immature when he can't speak a language?
7. Who wishes he could spend more time speaking the language? Why?
8. Who has learned the language by doing something other than speaking?
9. Who asks native speakers of the language to help him improve? How?
10. Who says that people treat him differently now he can speak their language? How?

Why Languages Matter To ME!



THE COMEDIAN: EDDIE IZZARD

- FACT FILE:**
- Born 1962, Yemen.
 - Popular British stand-up comedian.
 - Often tours abroad, and has been performing in other languages since 2011.

I describe my language ability in percentages of fluency. I'm about 65% fluent in French, 30% fluent in German, and about half a percent fluent in Spanish. I'm already touring my show in French in France, and after that I'll be doing it in Spanish, then Russian,

The British have always had a poor reputation for learning languages – and it's getting worse. The number of UK students studying a language at university continues to fall, and most schoolchildren take advantage of the fact that they can drop foreign languages at 14. Is this not understandable, though? Why would any Brit want to spend countless hours struggling to learn a language when most of the world is keen to speak English to them? Here, two high-profile British language learners explain how learning a language has enriched their lives, and what sparked their passion for learning languages.

then Arabic. They say if you have French and English you should be speaking Spanish pretty well after a month of deep immersion. If I get stuck with a word or a phrase during a show I ask the audience, 'How do you say such and such', and they help out. I don't find languages easy, but I have a hunger to learn. When you can speak another language you go from being a person in an adult's body pointing at things like a child to being able to communicate with people like an adult again. There's a political basis for me to learn other languages because if we don't come together in the world, then the world's not going to make it. There's a business case, too – I'm beginning to turn a profit on my foreign shows. Plus, no stand-up has done this before, so there's also the fun, bloody adventure of it.

THE WILDLIFE EXPERT: CHRIS PACKHAM

- FACT FILE:**
- Born 1961, England.
 - Nature photographer and author, well known in the UK as a presenter on popular TV wildlife shows.
 - Has a house in France.

In France, where I have a house, it's quite remote and none of my neighbours spoke any English. I rocked up ten years ago and had no more ability in French than being able to go to Paris and survive a weekend. I bought some CDs, but learning it that way didn't work for me, so I had to think of a plan B. I bought some wildlife books at a local bookshop and because I understood the context, I was able to read them cover to cover and grasp some of what they were saying. Then I said to my neighbours: "Look, I'll speak to you in French and I want you to constantly correct me. I won't be offended." And they were great, they did.

I do find it quite difficult. If I was living in the language all the time, I'd get on top of it and it would stick. The longest stint I've had there has been three months, and by the end of that I was thinking in French and putting sentences together in a French way, and it felt really good. What's brilliant is that I can meet up with my neighbours now and have a laugh with them. They'll gossip with me, whereas before it would have been quite formal and polite. So you feel much more a part of things. People have been extraordinarily welcoming and are appreciative that I've made the effort to converse with them.



4. Write the correct preposition in the verb phrases. Find examples in the texts and check.

for at (x2) of for in with on (x2)

- 1. be fluent _____ a language
- 2. get _____ top of sth
- 3. have a laugh _____ sb
- 4. have a reputation _____ sth
- 5. have a passion _____ sth
- 6. study sth _____ university
- 7. take advantage _____ sth/smb
- 8. point _____ sth/sb
- 9. make/turn a profit _____ sth

Make some examples about yourself.

I have a passion for photography.

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What do you think?

- Are people in your country enthusiastic about learning a foreign language? Why/Why not?
- Are there benefits to learning a foreign language beyond the purely practical ones?
- Has learning a language improved your life?
- Do you want people to correct all your mistakes when you speak English? Why/Why not?

1. Do you know anyone who has married someone of another nationality? Do they have children? What languages do they all speak?

2. Look at the photo of the family. There are three nationalities in the family. How can this be?

3. Listen to **Nicolas** talking about his family. Read and answer the questions. Circle the numbers of any questions you cannot answer.  2.8

- 1. What nationality are Nicolas, his sister Sara, and his parents Felipe and Elke?
- 2. How did Nicolas' parents meet? Why did they decide to live in England? Which city do they live in now?
- 3. What languages does the family speak?
- 4. Is Nicolas' English better than his parents'?
- 5. Why did their mother choose the children's names she did?
- 6. When and why did Nicolas first think about his nationality?
- 7. Why is Nicolas not as fluent as Sara in Portuguese?
- 8. What does Sara do for a living? Does she want to continue living in England?
- 9. What is Nicolas doing now? What language skill does he find most difficult?
- 10. What does Elke think are the pros and cons of bringing up children in another country?

4. Now listen to Nicola's mother, Elke. Answer the questions that you circled in exercise 3. Which answer would you change after listening to Elke?  2.9



What do you think?

+	-
You get the best from two cultures	You don't feel completely at home in either of them

Meaning from context

1. Do you know what these words mean?

- flawless
- abruptly
- settle
- trace

2. These sentences all contain the nonsense word *uggy*. In which sentences is *uggy* used as: a **verb**, an **adjective**, a **noun**, or an **adverb**?

1. Lina’s piano playing was *uggy* – she didn’t get a single note wrong.
2. After moving around between many different countries, we decided to *uggy* in Mexico, and bought a house there.
3. It came as a shock when the play ended so *uggily* – I wasn’t expecting it to end there.
4. Martin’s English is so good you could almost think he was English, but sometimes you can hear *uggies* of an Spanish accent.

Can you guess what *uggy* means in the four sentences? Which of the words in exercise 1 go into each sentence?

Pronunciation

3. Say these words aloud. Underline the word in each group that has a different vowel sound. Then listen and check.

1. /əʊ/ or /ʌ/ rose goes does toes
2. /i:/ or /eɪ/ meat beat great street
3. /eɪ/ or /e/ paid made played said
4. /ʌ/ or /əʊ/ done phone none won



2.10

4. Say these words aloud. Underline the stressed syllable. Then listen and check.



2.11

- | | | |
|--------------|-------|---------------|
| photographer | woman | pronunciation |
| computer | enjoy | accent |

Word formation

4. Complete the word *act* in the sentences using the suffixes in the box.

-ing -ivities -ive -or -ion -ivate

1. We do a lot of act_____ in class to learn English.
2. My grandmother is 86, but she’s still very active.
3. Call this number to act_____ your new debit card.
4. My father’s an act_____. He’s often on TV.
5. This is not time for words. It’s a time for act_____.
6. Act_____ is not always a well-paid job.

Words that go together

5. Match the words in **A** and **B**.

A	B
1. heavy	wind
2. make	your life
3. strong	standard
4. get	traffic
5. high	a profit
6. enrich	stuck

1. Where could you hear the lines of conversation 1-10?

Who is talking to who?

1. Does it come with chips?
2. Just a trim, please.
3. Will this parcel get there tomorrow if it goes first class?
4. No, thanks, I'm just looking.
5. Is there a matinee performance today?
6. Is it within walking distance?
7. No, thanks. It was all lovely, but I couldn't eat another thing.
8. I'm afraid I've locked myself out of my room.
9. I need to make an appointment. It's quite urgent – I've lost a filling.
10. I can't make the meeting. I'm stuck in traffic.



2. Match a line from exercise 1 with each reply a-j.

- a. ☐ Oh, but you really must try the other dessert!
- b. ☐ No, not really. It's more of a taxi ride.
- c. ☐ No, you have to order them as a side dish.
- d. ☒ OK. How much do you want off? This much?
- e. ☐ That's no problem. I'll just do you another key card.
- f. ☐ It should, but if you send it special delivery, it definitely will.
- g. ☐ Oh no! You're the one giving the presentation!
- h. ☐ Yes, it's at 2.30. But I'm afraid it's sold out today. How about tomorrow?
- i. ☐ Well, just call me if you do need any help.
- j. ☐ We have a cancellation this afternoon at 2.45 if that's OK?

Listen and check. What's the next line in each conversation?



2.12

3. Practise the conversation with a partner/ teacher. Pay attention to the stress and intonation.

4. Listen to the prompts without looking at the slides, and say one of the lines from 1. Pay attention to stress and intonation, and then repeat the model.



1.11



1. It's important to try to correct your own mistakes when you write. Look at the symbols in the box. Can you give an example of each kind of mistake?

- T- Tense Gr- Grammar WW- Wrong word Sp- Spelling
- Prep- Preposition WO- Word order P- Punctuation A- Word missing

2. Read the email that Cintia, a Croatian student, has written to her English friend, Paul. Use the symbols to help you correct her mistakes.

3. Answer the questions.

1. Where is Cintia? Where is she staying?
2. Why is she there?
3. What does she do in the morning?
4. What does she do in her free time?
5. Who has she met?

4. Imagine that you are a student in another town. Answer the questions in exercise 3 about you.

5. Write a similar email to an English friend. Try to correct it with your teacher using the symbols.

To: paulredwoods@cmail.co.uk
From: cintia24k@lrlmail.hr
Subject: Hello from Dublin
Hi Paul,
How are you? I'm very well. I came **in** **Prep** Dublin two weeks ago **for to** **Gr** study at a language school. I want learn **_?** English because is **_?** a very important language. I'm **stay** **Gr** with an Irish family. They've got two **son** **Gr** and a **dauter**. **Sp** Mr. Kendall is teacher **_?** and Mrs. Kendall **work** **Gr** in a hospital. The Irish **is** **Gr** very friendly, but they speak very quickly!
I go to class in the morning. My teacher's name is Ann. She **said** me **WW** that my English is OK, but I do **T** a lot of mistakes. Ann often **don't** **Gr** give us too much homework, so in the afternoons I **go** **often** **WO** sightseeing. Dublin is much **more** **big** **Gr** than my town. I like **very** **much** **painting** **WO** and I'm very **interesting** **Gr** **for** **Prep** modern art, so I visit galleries and museums. I've met a girl called Martina. She **came** from **T** Spain and goes to Trinity College. Last night, we **go** **T** to the cinema, but the film wasn't very **exitiing**. **Sp** **Do** **WW** you like to visit me? Why don't you come for a weekend? I'd love to see you.
Email or text me soon.
Love,
Cintia x
P.S. The photos are of Martina and me, and my favourite street in Dublin.



1. There are three classes of verbs in English.

- **Auxiliary verbs do, be, and have**

These are used to help form tenses of other verbs, and to show forms such as questions and negatives.

- **Modal auxiliary verbs**

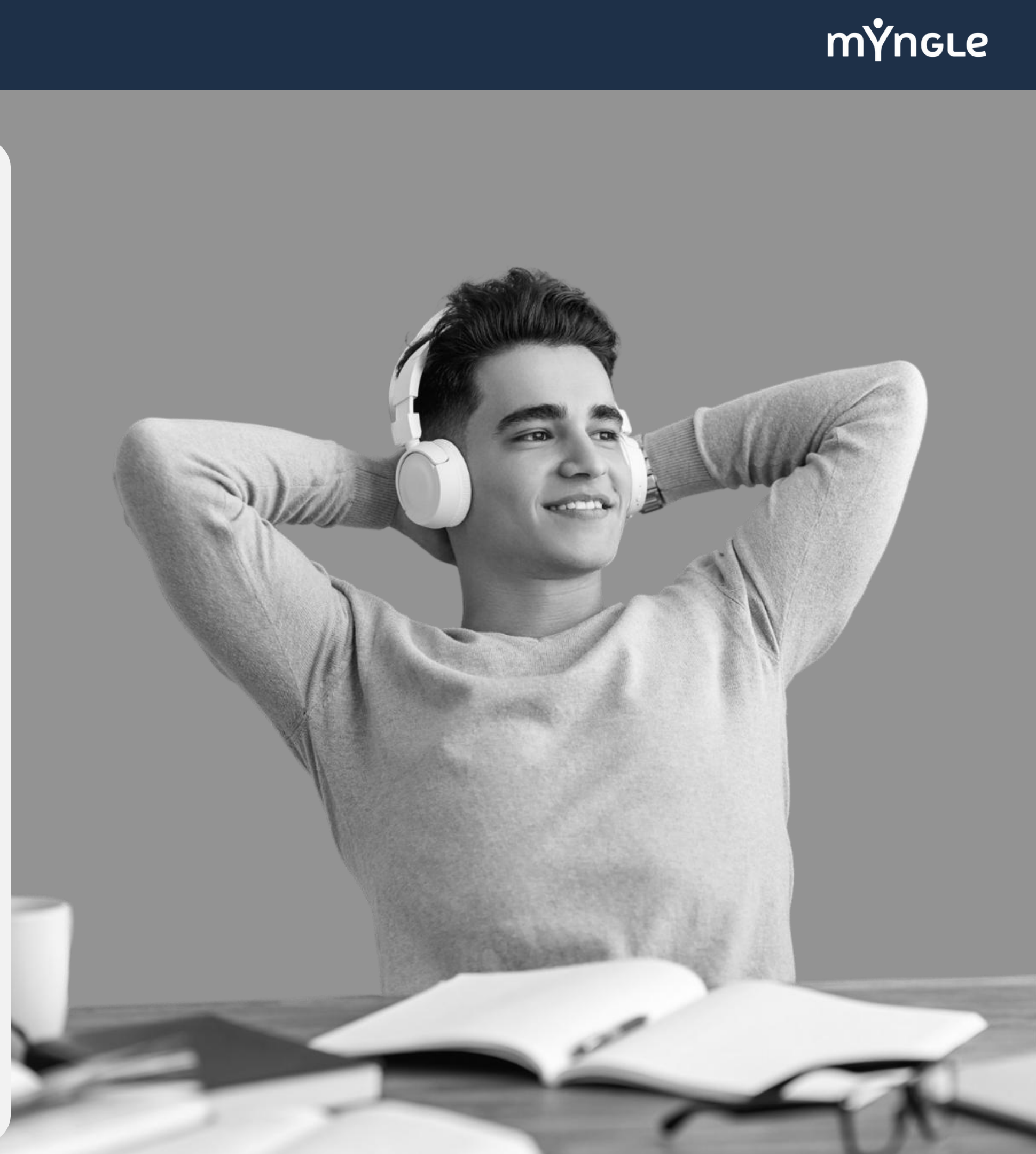
Must, can, should, might, will, and would are examples of modal auxiliary verbs. They 'help' other verbs, but unlike do, be, and have, they have their own meanings. For example, must expresses obligation; can expresses ability.

- **Full verbs**

These are all the other verbs in language, for example, *play, run, help, think, want, go, see, eat, enjoy, live, die, swim, etc.*

2. Do, be and have can also be used as full verbs with their own meanings.

- Do - I **do** my training on Saturdays.
- Be - We are in class at the moment.
- Have - They have three children.



1. *be* and the continuous forms.

Be + verb + -ing is used to make continuous verb forms which describe activities in progress and temporary activities.

He's **washing** his hair. (Present Continuous)

We **were watching** TV at 9.00. (Past Continuous)

I've **been learning** English for two years. (Present Perfect Continuous)

I'd like **to be lying** on the beach right now. (Continuous infinitive)

2. *be* and the passive voice.

Be + past participle is used to form the passive.

Paper **is made** from wood. (Present Simple passive)

My bike **was stolen** yesterday. (Past Simple passive)

The monument **has been redecorated**. (Present Perfect passive)

This homework needs **to be done** tonight. (Passive infinitive)

1. *have* and the perfect forms.

Have + past participle is used to make perfect verb forms.

He **has worked** in seven different branches. (Present Perfect)

She was crying because she **had received** some bad news. (Past Perfect)

I'd like to **have met** Churchill. (Perfect infinitive)



1. To make a negative, add *-n't* to the auxiliary verb. If there is no auxiliary verb, use *don't/doesn't/didn't*.

Positive

He's working.

I was thinking.

We've seen the play.

She works in a bank.

He went on holiday.

Negative

He **isn't** working.

I **wasn't** thinking.

We **haven't** seen the play.

She **doesn't** work in a bank.

He **didn't** go on holiday.

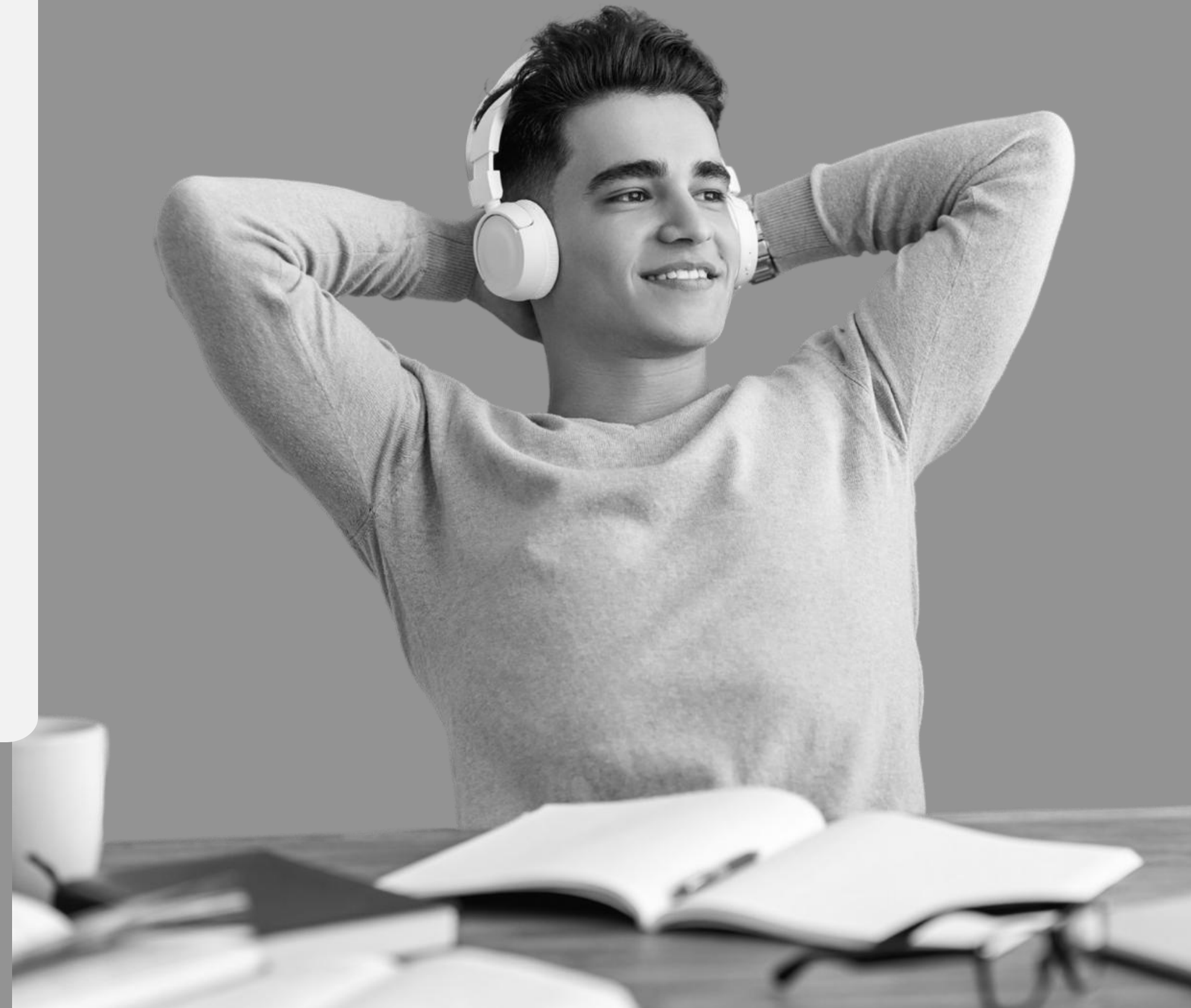
2. It is possible to contract the auxiliaries *be* and *have* and use *not*.

He's **not** playing today. (= He isn't playing today.)

We're **not** going to Italy after all. (= We aren't going to Italy ...)

I've **not** read that book yet. (= I haven't read that book yet.)

BUT I'm **not** working. **NOT** I **amn't** working.



1. To make a question, invert the subject and the auxiliary verbs. If there is no auxiliary verb, use *do/does/did*.

Question

She's wearing jeans.

What **is** she wearing?

You were born in Paris.

Where **were you** born?

Peter's been to Tokyo.

Has Peter been to Tokyo?

I know you.

Do I know you?

They didn't go out.

Why **didn't they** go out?

2. There is usually no *do/does/did* in subject questions when there is no new, different subject introduced after the question word).

Who wants ice cream?

What flavour ice cream **do** you want?

Who broke the window?

How **did** you break the window?



1. Short answers are very common in spoken English. If you just say Yes or No, it can be sound rude. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Short answer

Are you coming with us?	Yes, I am.
Have you had breakfast?	No, I haven't.
Does she like walking?	No, she doesn't.
Did Sussy phone?	Yes, she did.

