



English Class 10

Class Notes

What do you already know?

Are these sentences correct?

- Pedro is here?
- Are you speak English?
- When this class finishes?
- What your name is?
- Are you going or not?
- I want to know what time is it?

Helping Verbs

Used for yes-no questions

Be (am, are, is, was, were)

Is this your car?

Was the test difficult?

Were they at the shop?

Do (do, does, did)

Do you know him?

Did he help you?

Have (has, have, had).

Have you eaten?

Can

Can you speak French?

May

May I sit here?

Might

Might it rain later?

Could

Could you help me?

Would

Would you like some tea?

Should

Should I call her?

Ought

Ought we wait?

Yes-No Questions with Helping Verbs

Helping Verb + **subject** (+ **other verb**) + ?

Question

Is that man your uncle?

Is a carburetor a car part?

Is Carlo arriving at noon?

Is she waiting?

Is she worried?

Statement

No, **that man is** my neighbor.

Yes, **a carburetor is** a car part.

No, **Carlo is arriving** at three.

Yes, **she is waiting** at the airport.

Yes, **she is worried** because he is late.

Let's Practice : Use Helping Verbs as Question Words

Helping Verb + **subject** + (other verb form)?

Q. **Are you** a student?

A. Yes, **I am** a student.

Q. **Are you studying** English?

A. Yes, **I am** studying English.

Q. _____

A. Yes, **he is** my brother.

Q. _____

A. Yes, **Karen was** late for the movie.

Q. _____

A. Yes, **I was** happy to see her.

Q. _____

A. No, **I didn't** find my book.

Q. _____

A. No, **today is** Saturday.

Q. _____

A. Yes, **the apples were** good.

Let's Practice : Use Helping Verbs as Question Words

Helping Verb + **subject** + (other verb form)?

Q. **Are you** a student?

A. Yes, **I am** a student.

Q. **Are you studying** English?

A. Yes, **I am** studying English.

Q. **Is he** your brother?

A. Yes, **he is** my brother.

Q. **Was Karen** late for the movie?

A. Yes, **Karen was** late for the movie.

Q. **Were you happy** to see her?

A. Yes, **I was** happy to see her.

Q. **Did you find** your book?

A. No, **I didn't** find my book.

Q. **Is today** Tuesday?

A. No, **today is** Saturday.

Q. **Were the apples** good?

A. Yes, **the apples were** good.

Yes-No Questions with 'Do'

Do + **subject** + **general verb**?

Question

Does that man teach at your school?

Does a carburetor mix air with fuel?

Did Carlo arrive?

Do you need any help?

Do they play volleyball?

Statement

Yes, **that man teaches** at my school.

Yes, **a carburetor mixes** air with fuel.

Yes, **Carlo arrived** at noon.

No, **I don't need** help.

Yes, **they don't play** volleyball.

Let's Practice : Use 'Do' as a Question Word

Do + **subject** + **general verb**?

Q. **Do** you **study** English?

A. Yes, **I** **study** English.

Q. **Does** she **live** here?

A. Yes, **she** **lives** here.

Q. _____

A. Yes, **he** **works** for Disney.

Q. _____

A. Yes, **it** **rains** here often.

Q. _____

A. Yes, **they** **like** Indian food.

Q. _____

A. Yes, **I** **ate** lunch.

Q. _____

A. No, **they** **didn't** listen to me.

Q. _____

A. Yes, **the** **apples** **tasted** good.

Let's Practice : Use 'Do' as a Question Word

Do + **subject** + **general verb**?

Q. **Do** you **study** English?

A. Yes, **I** **study** English.

Q. **Does** she **live** here?

A. Yes, **she** **lives** here.

Q. **Does** he **work** for Disney?

A. Yes, **he** **works** for Disney.

Q. **Does** it **rain** here often?

A. Yes, **it** **rains** here often.

Q. **Do** they **like** Indian food?

A. Yes, **they** **like** Indian food.

Q. **Did** you **eat** lunch?

A. Yes, **I** **ate** lunch.

Q. **Did** they **listen** to you?

A. No, **they** **didn't** listen to me.

Q. **Did** the apples **taste** good?

A. Yes, **the** **apples** **tasted** good.

Question Words

Questions begin with Question Words

Who (person)

Who is your teacher?

What (other noun)

What is a carburetor?

When (time)

When will Carlo arrive?

Where (place)

Where is the coffee shop?

Why (reason)

Why did you go there?

Which (choice)

Which house is yours?

How (many or much)

How many sisters do you have?

How (adverb or adjective)

How old are you?

Question Format

Question word + **verb** + **subject** + ?

Statement

That man **is** my uncle.

My uncle **lives** here.

A carburetor **is** a car part.

Carlo **is arriving** at noon.

She **is waiting** at the airport.

She **is worried** because he is late.

Question

Who **is that man**?

Who **lives** here?

NOT Who **does live** here?

What **is a carburetor**?

When **is Carlo** arriving?

Where **is she** waiting?

Why **is she** worried?

Questions with Question Words

Question word + **verb** + **subject** + ?

Q. Who **is** your teacher?

A. My teacher **is** Stephanie. / **Stephanie is** my teacher

Q. _____

A. Joe Biden **is** the President.

Q. _____

A. My brother **made** dinner.

Q. _____

A. He **made** vegetable fajitas.

Q. _____

A. He **will arrive** soon.

Q. _____

A. The **cafe is** near the corner of 2nd and Pine.

Q. _____

A. I **went** to find a book.

Questions with Question Words

Question word + **verb** + **subject** + ?

Q. Who **is** your teacher?

A. My teacher **is** Stephanie. / **Stephanie is** my teacher

Q. Who **is** the President?

A. Joe Biden **is** the President.

Q. Who **made** dinner?

A. My brother **made** dinner.

Q. What **did** he **make**?

A. He **made** vegetable fajitas.

Q. When **will** he **arrive**?

A. He **will** arrive soon.

Q. Where **is** the **cafe**?

A. The **cafe is** near the corner of 2nd and Pine.

Q. Why **did** you **go** there?

A. I **went** there to find a book.

Which and What

Which and what can take nouns after them

Which (noun)

Q. Which house **is yours**?

A. **The red house is** mine.

Q. Which book **do you prefer**?

A. **I prefer** this book.

Q. Which person **did you** vote for?

A. **I voted** for Ruth Adler.

What (noun)

Q. What time **is it**?

A. **It is** 3:00.

Q. What day **should we meet**?

A. **We should meet** Saturday.

Q. What subjects **did you like** in school?

A. **I liked** biology and French.

Let's Practice

Make questions 'which' or 'what'

Q. Which car **is** the fastest?

A. This car **is** the fastest.

Q. _____

A. The overnight flight **is** the cheapest.

Q. _____

A. Breakfast **is** the most important meal of the day.

Q. _____

A. Pixar **is** a good company to work for.

Q. _____

A. The white boots **are** mine.

Let's Practice

Make questions 'which' or 'what'

Q. Which car **is** the fastest?

A. This car **is** the fastest.

Q. Which flight **is** the cheapest?

A. The overnight flight **is** the cheapest.

Q. Which meal **is** the most important?

A. Breakfast **is** the most important meal of the day.

Q. What company **is** good to work for?

A. Pixar **is** a good company to work for.

Q. Which boots **are** yours?

A. The white boots **are** mine.

How

How can verbs, adjectives, adverbs and many/much

How (verb)

Q. How **are you**?

Q. How **did you like** it?

How (adjective)

Q. How old **are you**?

Q. How tall **is he**?

Q. How long **is the movie**?

How many (+ countable noun)

Q. How many sisters **do you have**?

Q. I'm taking two classes. How many **are you taking**?

How much (+ noncount noun)

Q. How much (money) **does this cost**?

Q. How much time **will this take**?

Let's Practice

Make questions using 'how'

Q. How hard **was the test**?

A. The test **was** very hard.

Q. How many states **are there**?

A. There **are** 50 states.

Q. _____

A. He **is** a little angry.

Q. _____

A. The hotel **is** not far.

Q. _____

A. I **am** very hungry.

Q. _____

A. She **needs** twenty minutes.

Q. _____

A. My father **owns** a lot of land.

Q. _____

A. They **visit** every week.

Let's Practice

Make questions using 'how'

Q. How hard **was the test**?

A. The test **was** very hard.

Q. How many states **are there**?

A. There **are** 50 states.

Q. How angry **is he**?

A. He **is** a little angry.

Q. How far **is the hotel**?

A. The hotel **is** not far.

Q. How hungry **are you**?

A. I **am** very hungry.

Q. How much time **does she need**?

A. She **needs** twenty minutes.

Q. How much land **does your father own**?

A. My father **owns** a lot of land.

Q. How often **do they visit**?

A. They **visit** every week.

What do you already know?

Are these sentences correct?

- Pedro is here?
- Are you speak English?
- When this class finishes?
- What your name is?
- Are you going or not?
- I want to know what time is it?

Review

- Questions put the verb before the subject
- Yes-No questions begin with helping verbs
- General question words are Who, What, When, Where, and Why?
- Other questions words / phrases are which_____ and how_____.

Ideas to Listen for

Basic comprehension

1. According to this passage, who is better at learning languages—adults or children?
2. Why are they better at learning languages?
3. Which two skills are usually hardest for adults?
4. Why does Stephanie tell a story about visiting Paris?

Have you ever wondered how children can pick

1) _____ languages so easily, while adults have a much harder time learning a new language?

There are several reasons for this. The first is how our brains develop. Children's 2) _____ grow quickly and absorb new information much more easily than the brains of adults. Many 3) _____ experts say that human brains have evolved to understand our first languages easily. This helps us to communicate and survive from a young age. 4) _____ brains are less flexible.

The second **5)**_____ why children tend to learn languages faster is that they learn languages differently. Children learn to listen first. Before children speak and imitate **6)**_____, they spend at least a year just listening. Later on, maybe when they enter school, they learn the sounds of the **7)**_____—that's pronunciation— and then to read. Finally, they learn to write. A little bit of grammar might be taught much later in school, but grammar is mostly learned naturally, by listening and having adults **8)**_____ them gently along the way.

Adults learn languages very differently, especially when they learn in school. Oftentimes, **9)**_____ is the first thing they learn. This is so they can compare how the new language is **10)**_____ or different to their native language. The first skill they learn is usually reading. Next, they might learn how to write. This is because reading and writing can be done **11)**_____, from books. After that, they might learn how to read out loud and then to talk. Last, they'll learn how to listen. Listening and speaking — the two **12)**_____ skills for children — are usually the two hardest skills for adult learners.

That leads me to my last point: children are usually better at learning languages because they are **13)**_____, especially about speaking and understanding. Children make tons of **14)**_____ when they're talking, but they don't care. They often don't understand, so they ask a lot of questions. Adults have different **15)**_____. When adults start to learn a language, they have much larger expectations. They want to learn quickly. They get frustrated easily, and they feel **16)**_____ when they make mistakes.

I'll never **17)**_____ when I visited Paris with my family. I had studied French for five years by then, and so, when we got lost and needed **18)**_____, it was up to me to ask someone: Where is the museum? This question is only four short words, but the man I asked couldn't understand me, and was also very rude. I was so **19)**_____. It made me never want to speak again. As a result of that experience, I lost a lot of confidence as a French **20)**_____.

So this is what I tell all of my adult students: don't compare yourself to children, just as you would never tell them to **21)**_____ themselves to adults. Actually, don't compare yourself to anyone! Just do the best you can. Learning a language is hard, but anyone can learn to read, write, listen, and speak if they have the **22)**_____. All it takes is time, practice, and, most of all, **23)**_____.

This Lesson

Vocabulary Set 10

develop

absorb

evolve

communicate

flexible

imitate

spend time

pronunciation

correct

native

independent

attitude

expectations

frustrated

ashamed

forget

up to someone

embarrassed

confidence

phrasal verbs

pick up

develop

noun	verb	adjective	adverb	other
development (nc, c)	develop (vt, vi)	developed (already) developing (happening)		major / minor developments developing countries

meaning: make progress

The first [reason why children learn languages faster] is how our brains develop.

The politician promised more economic development if elected.

Her movie idea wasn't very well developed. It didn't go anywhere.

absorb

noun	verb	adjective	adverb	other
absorption (nc)	absorb (vt, vi)	absorbent		

meaning: take in

Children's brains grow quickly and absorb new information much more easily than the brains of adults.

When the large company purchased the smaller company, the larger company absorbed the smaller company's staff.

This towel is very absorbent. It dries things very well.

evolve

noun	verb	adjective	adverb	other
evolution (nc)	evolve (vi)	evolutionary		Charles Darwin's theory of evolution

meaning: to change or adapt to survive better

Many language experts say that human brains have evolved to understand our first languages easily.

Dogs evolved to live alongside humans.

These birds have an evolutionary advantage because they can live in very cold and very hot climates.

communicate

noun	verb	adjective	adverb	other
communication (nc, c)	communicate (vi, vt)	communicative		communication difficulties a communication breakdown

meaning: give information

[Learning a language easily] helps us to communicate and survive from a young age.

Good communication is the most important thing in a relationship.

It's hard to tell what he is thinking. He is not very communicative.

flexible

noun	verb	adjective	adverb	other
flexibility (nc)	flex (vt, vi)	flexible inflexible (opposite)	flexibly	flexible hours flexible schedule flex time

meaning: able to change

Adult brains are less flexible [than children's brains].

Job flexibility is important to me. Some days I need to work from home, and I like to take vacations.

I asked her if we could meet at a different place, but she was very inflexible. She wouldn't change her plans.

imitate

noun	verb	adjective	adverb	other
imitation (c, nc)	imitate (vt)	imitable imitative		a cheap imitation

meaning: try to act similar to

Before children speak and imitate sounds, they spend at least a year just listening.

Children imitate their parents.

This music video is an imitation of a classic music video.

spend time

noun	verb	adjective	adverb	other
time (nc)	spend (vt) <i>spent, spent</i>			time well spent spend money

meaning: use time

Before children speak and imitate sounds, they spend at least a year just listening

On the weekends, I like to spend time reading and gardening.

Yesterday I spent an hour cleaning the house.

pronunciation

noun	verb	adjective	adverb	other
pronunciation (c, nc)	pronounce (vt)			

meaning: the way a word sounds

Later on, maybe when they enter school, they learn the sounds of the alphabet—that's pronunciation—and then to read.

How do you pronounce this word?

I think Chinese pronunciation is much more difficult than Spanish pronunciation.

correct

noun	verb	adjective	adverb	other
correction (c, nc)	correct (vt)	correct (already) corrective (before)	correctly correctively	

meaning: make something right or good

Grammar is mostly learned naturally, by listening and having adults correct them gently along the way.

My teacher made several corrections to my essay.

I don't know the correct answer to this question.

native

noun	verb	adjective	adverb	other
native (person)		native		native language native species (plant, animal) Native American

meaning: from birth

[Adults learn grammar first] so they can compare how the new language is similar or different to their native language.

I'm not a native Californian. I was born near Chicago.

Eucalyptus trees are not native to California. They were brought here from overseas.

independent

noun	verb	adjective	adverb	other
independence (nc)		independent	independently	
dependence (nc, c)	depend (vi)	dependent	dependently	depend on

meaning: alone, without help

[Adults learn reading and writing in school] because these can be learned independently, from books.

She never got married because she really values her independence. She doesn't want to depend on anyone else.

What time should we meet? Well, that depends. How long do you think we need?

attitude

noun	verb	adjective	adverb	other
attitude (c)				good/bad attitude positive/negative attitude

meaning: a general feeling or opinion

Adults have different attitudes [about language learning].

My niece is doing badly in school. She has a negative attitude toward most of her teachers.

His positive attitude makes him easy to work with.

expectation

noun	verb	adjective	adverb	other
expectation (c, nc)	expect (vt)	expected unexpected	expectedly unexpectedly	exceed/surpass expectations fall short of expectations

meaning: what you believe will happen

When adults start to learn a language, they have much larger expectations.

We expect to arrive in Boston by noon.

She unexpectedly began to cry.

frustrated

noun	verb	adjective	adverb	other
frustration (nc)	frustrate (vt)	frustrated (feeling, effect) frustrating (cause)	frustratingly	

meaning: angry because something isn't going well

They get frustrated easily, and they feel ashamed when they make mistakes.

My boss frustrates me because I don't know what she wants.

I had a frustrating day. Nothing went as planned.

ashamed

noun	verb	adjective	adverb	other
shame (nc)	shame (vt)	ashamed (feeling, effect) shameful (cause)	ashamedly shamefully	You should be ashamed (of yourself)! Shame on you!

meaning: bad feeling from doing something wrong

They get frustrated easily, and they feel ashamed when they make mistakes.

I shamed my son for lying to me.

His actions were shameful! He shouldn't have said those terrible things.

forget

noun	verb	adjective	adverb	other
forgetfulness (nc)	forget (vi, vt) <i>forgot, forgotten</i>	forgetful (feeling) forgettable (cause)	forgettably	

meaning: not remember, lose something from one's mind

I'll never forget when I visited Paris with my family.

Forgetfulness can be a sign of old age.

He becomes forgetful when he hasn't slept enough.

up to someone

noun	verb	adjective	adverb	other
				up to someone

meaning: someone's responsibility or choice

I had studied French for five years by then, and so, when we got lost and needed directions, it was up to me to ask someone: Where is the museum?

I don't care what movie we watch. It's up to you.

My mother wants me to be a doctor, but it's not up to her. I'm going to study physics.

embarrassed

noun	verb	adjective	adverb	other
embarrassment (nc, c)	embarrass (vt)	embarrassed (feeling) embarrassing (cause)	embarrassingly	to die of embarrassment

meaning: feeling bad or foolish because you made a mistake

I was so embarrassed [when he couldn't understand me].

It was so embarrassing when I forgot my neighbor's name.

That stupid man is an embarrassment to our country. He makes us look bad.

confidence

noun	verb	adjective	adverb	other
confidence (nc)		confident	confidently	self-confidence, self-confident

meaning: a feeling of strength or power

As a result of that experience, I lost a lot of confidence as a French speaker.

He wasn't confident that he knew the answer.

They played confidently and defeated the other team.

pick up

noun	verb	adjective	adverb	other
	pick up (separable, vt)			many other meanings

meaning: learn

Have you ever wondered how children can pick up languages so easily?

Many people picked up baking during the pandemic.

He's a very talented musician. He can pick a song up after only hearing it once.

separable phrasal verbs

with pronouns

pick up
pick **it** up
~~pick up it~~

point out
point **them** out
~~point out them~~

with nouns

pick up
pick **English** up
pick up **English**

point out
point **the birds** out
point out **the birds**

PRONUNCIATION: 'T' SOUNDS

t = /t/ unvoiced sound

to, two, too, teacher

t = /t/ “soft” unvoiced sound

boat**t**, repeat**t**, foot**t**, height**t**, meat**t**,

t = /d/ voiced sound

nat**ive**, scatt**er**

Other sounds

ti = /ʃ/ unvoiced sound

condition, solution, position

initial

th = /θ/ unvoiced sound

th**ree**

bat**h**

th = /ð/ voiced sound

th**is**

bat**h**e

tu, tr = /tʃ/ unvoiced sound

tr**ee**

natur**e**

sti, = /ʃ/ voiced sound

quest**ion**

suggest**ion**

PRONUNCIATION: 'T' SOUNDS

t = /t/ unvoiced sound

At the beginning of a word

to, two, too, teacher

At the end of a word, after a consonant

past, most, text

At the beginning of a stressed syllable

imitation (im-i-**TA**-tion)

t = /t/ “soft” unvoiced sound

At the end of a word, after a vowel sound

boat, repeat, foot, height, meat,

t = /d/ voiced sound

At the beginning of unstressed syllables

native

scatter

How would you pronounce these words?

Potato

Potato

Tomato

Tomato

Test

Test

Hit

Hit

Metal

Metal

Right

Right

Butter

Butter