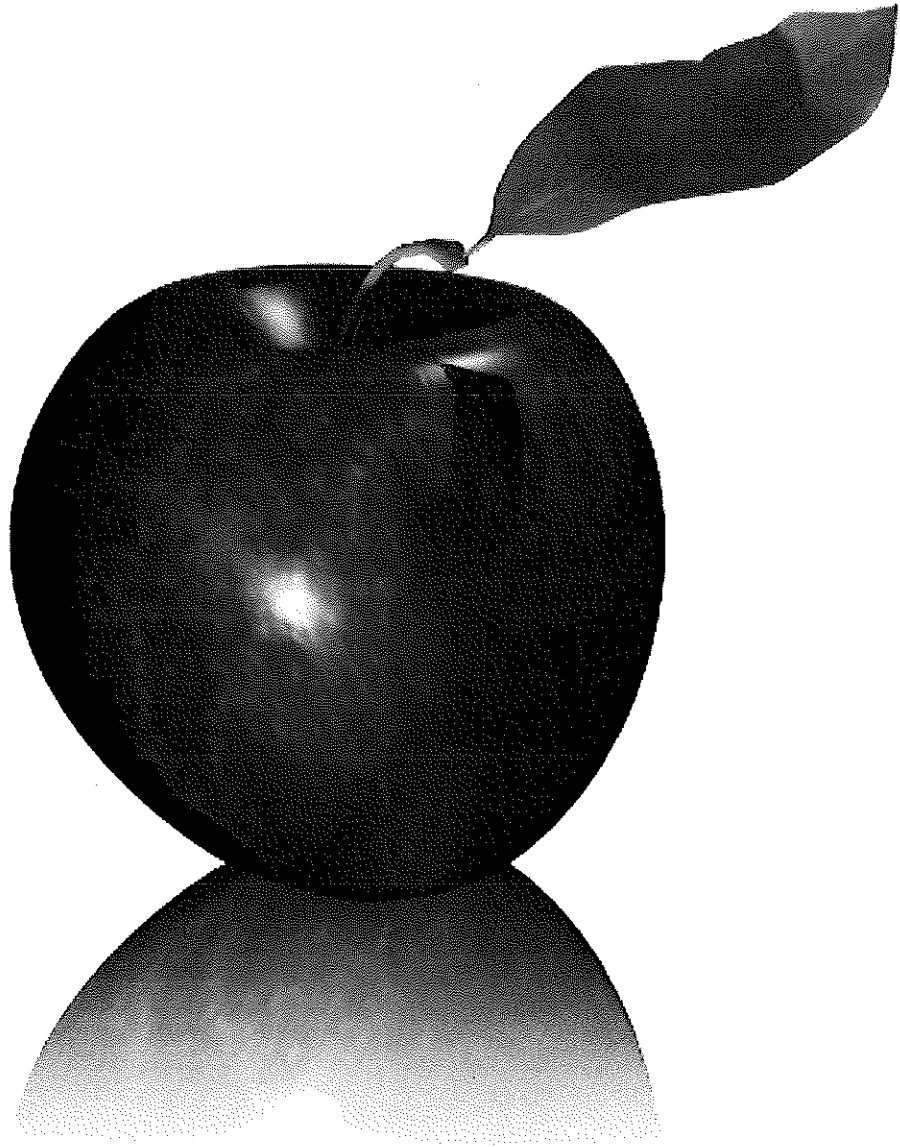


BEST PLUS STUDY GUIDE



BLUE RIDGE LITERACY COUNCIL

BEST Plus Study Guide

INTRODUCTION

The **BEST Plus** is the new version of the BEST (Basic English Skills Test). It is designed to assess the oral proficiency of adult non-native English speakers. It tests the student's listening and speaking skills with a focus on interpersonal communication using everyday language. The test does not include any reading or writing.

Although there is a print version of BEST Plus, the primary version used is computer-adaptive. Your student does not need to use a computer; the tester asks questions and enters the student's answers. The computer builds on a student's responses to previous questions to determine subsequent questions, thus creating a customized test. Because each test is unique, it is impossible to provide exact vocabulary and topics that are used on every test. However, this BEST Plus Study Guide provides general information on the skills, topics and vocabulary all students may need to know.

Scoring of the BEST Plus is based on the student's responses to a variety of questions. Each response is rated in the three **Language Skill Components** described in **BEST Plus Scoring**.

The **BEST Plus Study Guide** focuses on teaching hints and supplemental materials designed to help our students improve their language skills. The Study Guide is divided into four sections:

- Section 1** **BEST Plus Scoring**
- Section 2** **Tips and Techniques**
- Section 3** **Content Topics and Vocabulary**
- Section 4** **Attachments**

Your student may already be proficient in some areas, so before using this guide you should:

- Review your student's most recent **BEST Performance Summary** to see which skills need improvement.

To use the guide effectively you should:

- Incorporate the study materials into your regular curriculum.
- Teach the skills your student needs until he/she student has mastered them.
- When you are notified of the student's next test date, review these skills.
- If you have questions, please call Cindy at 696-3811.

Happy Teaching! *Cindy Jefferson*

1. BEST PLUS SCORING

LISTENING COMPREHENSION refers to the student's ability to understand a spoken question.

- 0 No response, or the response indicates complete misunderstanding of the question, or the response was incomprehensible.
- 1 Either the response indicates a partial understanding of the question (response is related to the question, but not totally accurate), or the question had to be repeated.
- 2 Response indicates total understanding of the question.

LANGUAGE COMPLEXITY refers to how well the student elaborates and organizes the response. Both content and complexity of language are considered in this score. This score is an indicator of the student's fluency.

- 0 No response or inappropriate/incomprehensible response.
- 1 Words, phrases or simple sentences. No elaboration. Limited vocabulary.
- 2 Long strings of phrases or well-formed sentences. Emerging complexity. Some elaboration with detail beyond the basic. Use of vocabulary like "because," "if," "but" and "or."
- 3 Strings of several sentences using complex sentence structures. Elaboration clearly beyond the minimum with extra detail. Compares and contrasts. Use of vocabulary like "who," "where," "which" and "than."
- 4 Usage of a variety of structures. Develops an idea in detail using reasons, examples, explanations, descriptions, etc. Uses more precise vocabulary. Organized, cohesive response with a beginning, middle and end.

COMMUNICATION refers to how easily the student conveys meaning and can be understood by the listener.

- 0 No response, or the response is inappropriate or incomprehensible.
- 1 Response is comprehensible but generally difficult to understand, requiring the listener to fill in meaning.
- 2 Response is comprehensible but sporadically difficult to understand.
- 3 Response is easy to understand, even if there are inaccuracies.

2. TIPS & TECHNIQUES TO IMPROVE LANGUAGE SKILLS

A. OVERVIEW

This section provides information designed to help your student improve his/her overall language skills, not just perform better on the BEST Plus. It takes many years to become proficient in English, so be patient with your student - and yourself – and don't try to teach everything at once. When considering which tips and techniques to use, always keep in mind your student's level. A basic guideline for focusing your teaching is:

➤ **Beginning Students** – Basic Communication.

Think survival English – name, address, telephone number, greetings, numbers, alphabet and sounds of the letters, basic body parts, simple emergency words, etc. Emphasize listening and speaking skills. Introduce simple reading and writing.

BEST Plus Component: *Listening Comprehension, basic Communication*

Sample BEST Plus Questions/Potential Answers:

Q Where are you from?

A Mexico.

Q Which do you like better, television or movies?

A Movies.

➤ **Intermediate Students** – Emerging complexity.

Encourage students to answer questions using more complete sentences and to form more complex sentences using words like "and," "but," "if," "or," and "because." Increase emphasis on reading.

BEST Plus Component: *improved Communication, beginning Language Complexity*

Sample BEST Plus Questions/Potential Answers:

Q Where are you from?

A I am from Mexico.

Q Which do you like better, television or movies?

A I like movies better than television.

➤ **Advanced Students** – Fluency and Vocabulary Building.

Encourage students to provide more elaborate responses using complex sentence structure, details and more advanced vocabulary. Increase emphasis on writing.

B. LISTENING COMPREHENSION

Listening Comprehension is affected by the student's knowledge of English grammar and syntax, vocabulary and his ability to distinguish sounds. Grammar, syntax and vocabulary are discussed later. The hints below focus on helping your student improve her sound discrimination.

- **Teach the sounds of English** (See BRLC Tutor Training Manual; Sec 4, pps 13-19.)
This does not mean teaching the letters of the alphabet (which the student should also learn); this means teaching the various sounds that are used in English to convey meaning. These sounds are called *phonemes*. Phonemes are combined to form words. For example, the sounds /b/+/a/+/t/ combine to form the word *bat*.

An ESL student's native language may not contain some or all of the sounds inherent to English, so it may be very difficult for her to distinguish the sounds when she hears them and even harder for her to produce. Patience and persistence are required to teach the sounds. Repetition is key.

- **Minimal Pairs Drill** (See BRLC Tutor Training Manual; Sec 4, p 21.)
Prepare a list of words that vary by only one sound, like *bit/bat, cut/cute, but/cut, but/bud, bet/beet, got/goat, ship/chip*. Vary the initial, middle or final sound. Have your student attempt to produce the sounds.

Make up flash cards that represent each word. Use pictures for beginning students who are not yet familiar with written English. Write the actual word on a card for more advanced students. Hold up the two cards containing the minimal pair. Say one of the words out loud and have your student select the correct card.

- **Dictation**
Dictate a word, sentence or paragraph. Include punctuation. Have the student write down what he hears. Review and help your student self-correct what he has written.

- **Read Out Loud**
Read a story, newspaper article, etc. out loud to your student and assign specific listening tasks:

Example: Have students focus on **who** the story is about, **what** they are doing, **where** they are going, **why** they are doing/going. Ask follow-up questions.

Example: Have the student raise her hand when she hears a specific **word** or **type of word**, such as a verb, pronoun, adjective, number or color. Focus on what you are currently teaching.

Ask questions about the story to verify the student's comprehension.

- Encourage more **elaborate responses** and **expansion of conversation** by asking your student to, "Tell me more."
- Use **pictures** to generate conversation. Show the student a picture and ask his opinion. Examples: *What do you think is happening? What's she doing? What's he saying? Where are they?*
- Create three-frame **dialogues** to practice with your student. (See BRLC Tutor Training Manual; Sec 4, p 71.)
- Use **role-plays**.
- Make conversation a **part of every class**. Get your student talking, both in and outside of class, to increase his/her comfort level with speaking English.
- **Do not interrupt** the student to correct grammar or pronunciation; make notes on problem areas and address these separately.
- Teach **everyday conversational English**. Contractions are an example. In spoken English, we typically use *don't*, while in formal writing we use *do not*. Your student should understand contractions and their usage. (See Attachments.)
- As the student advances, teach him to **form compound sentences** using words like *because, if, but, and*.
- Ask questions that require the student to:
 - Compare and Contrast**
Example: "Is the food here in the United States more expensive or cheaper than where you grew up?"
Example: "There are four seasons in North Carolina. How about where you grew up?"
 - Give an Opinion**
Example: "Do you think it's important for immigrants to become United States Citizens?" "Why?"
Example: "Some schools require the students to wear uniforms. Do you agree? Why?"
 - Express a Preference**
Example: "Which do you like better, reading or watching movies?"
Example: "Do you think the food is better here or in Mexico?"
- Continue to teach **vocabulary, grammar and correct sentence structure**.

Producing an aspirated sound (/p/ *pat*) causes a **burst of air**; producing an unaspirated sound (/b/ *bat*) does not. To see the difference, hold a lit match or candle in front of your mouth; the flame will flicker when you make an aspirated sound. You can feel the air by simply placing your hand in front of your mouth. Teach your student to do the same.

You can continue to make some sounds (/sh/ *shoe*) until you run out of **breath**, while other sounds (/ch/ *chew*) end abruptly. These are called continuants and stops. Note: All vowels are continuants.

- **Practice sounds that your student finds difficult.** Exaggerate when you say the sound so that your student can more easily see what your mouth is doing. Give your student a mirror so he can see what he is doing when he says the sound. Continue to practice regularly regardless of your student's level.
- **Hearing before Speaking**
In order for us to say a sound properly, we must first be able to hear the sound. If the student can't hear the difference between *cut* and *cute*, he can't reproduce the sounds. Use the techniques in **Listening Comprehension** and be sure that your student can distinguish sounds before requiring him to say them.
- **Listening & Speaking before Reading & Writing**
Always teach the sounds first before showing the student the written letter or word. When we see an unfamiliar word in writing, we naturally try to say it based on our phonetic system. The written word and the pronunciation become connected in our minds. It is then much more difficult to learn the proper way to say the word.

Listening➤Speaking➤Reading➤Writing

- **During general conversation:**
 - Do not stop the student to correct pronunciation.
 - Do model the correct pronunciation in your responses.
 - Do make notes and address pronunciation issues as a separate activity in class.
- **During pronunciation activities:**
 - Model sounds or play an audio and get the student to repeat until he/she can produce the sound properly.
 - Record your student, play it back and let him/her listen and critique his/her own pronunciation.
 - Be aware of sounds that do not exist in your student's language and will therefore be very difficult for him/her to hear or produce. Example: /th/ and /sh/ in most dialects of Spanish and the /r/ in most Asian dialects.

Pronunciation Pairs is an excellent tool for both sound discrimination and pronunciation and provides information on errors likely for speakers of various languages. It is available upon request as a supplemental material.

➤ **Sentence Strips**

- Write a sentence using words with which the student is familiar. The parts of speech you will use depend on the level of the student. Start with articles (the, a, an) nouns (boy, Maria, dog), pronouns (he, she, it), verbs (am, was, drive, walk) and adjectives (good, red, happy, smart). As the student advances, add adverbs (well, always, never, slowly, quickly), prepositions (with, on, before, after, near) and conjunctions (and, but, because, if).
- Cut the sentence up, leaving one word on each piece.
- Have the student attempt to reconstruct the sentence.
- Read the sentence to the student after each attempt and ask him if it sounds correct.
- Proceed until the student puts the sentence in the correct order.

➤ **Word Cards**

- Prepare a set of cards, putting one word on each 3 x 5 card.
- As with Sentence Strips, use the parts of speech appropriate to your student.
- Separate the cards by type and put in pile or small bag.
- Have the student pull one card from each category and construct a sentence.
- If the sentence is incorrect, you can read it to your student or have her read it aloud to see if she can detect the errors. With a more advanced student you can simply indicate the type of error – noun/verb order, noun/adjective order, etc. – and see if she can correct the sentence.
- If your student understands the parts of speech and you think it will help, label each word with its part of speech.

G. INTONATION

Intonation is the variation of tone and stress used to convey meaning in spoken language. Incorrect intonation may also affect the student's comprehensibility.

A sentence can have many levels of meaning based on the word you stress. Note how the meaning of each of the following sentences changes depending on the word stressed, which is indicated in bold:

I don't think **you're** wrong. **Meaning:** *But somebody else thinks you are wrong.*

I **don't** think you're wrong. **Meaning:** *It's not true that I think you're wrong.*

I don't **think** you're wrong. **Meaning:** *But I'm not sure. (Expressing doubt) or I know you're wrong. (Expressing sarcasm.)*

I don't think **you're** wrong. **Meaning:** *I think someone else is wrong.*

I don't think **you're** wrong. **Meaning:** *But I don't think you're right either.*

3. BEST PLUS CONTENT TOPICS & VOCABULARY

Select topics and vocabulary appropriate to the level of your student. For example, with a beginning student you might focus on personal identification, family, and basic information/vocabulary about weather/seasons, health/medical, housing, and getting a job. Intermediate students could expand on these topics and start to learn about consumerism, recreation/entertainment, different types of jobs/working/keeping a job, transportation/directions and education. Advanced students could expand on all of these topics and learn about civics and community service. These are suggestions only; customize your teaching to meet your student's needs and abilities.

A. CONTENT TOPICS

➤ **PERSONAL**

- Personal Identification
- Health
- Family/Parenting
- Consumerism
- Housing
- Recreation/Entertainment

➤ **OCCUPATIONAL**

- Getting a Job
- On the Job

➤ **PUBLIC**

- Civics
- Community Service
- Transportation/Directions
- Weather/Seasons
- Education

Consumerism

shopping
buying
cheap vs. expensive
to pay
cash
credit card
a check
money
bank
food
to eat/eating
to cook/cooking
fruits
vegetables
fresh
frozen
canned

Recreation/Entertainment

to like
to do (what do you like to do?)
to enjoy
activities
regularly/seldom
fun
play
sports
tennis
movies
television/to watch television
behavior
to promote (to generate vs. give a better job)
violent/violence
read
a park
library/public library
exercise/to exercise
to walk/take a walk
to run/to jog
birthday
party

Housing

to live
community/community life
neighbor, neighborhood
places
downtown
house, apartment, room, trailer
bedroom, bathroom, living room, dining room
washing dishes
cleaning
safe (is it safe?)

Getting a Job

work/to work
career
job
look for/find a job
employee/employer
application
interview
résumé
reference

On the Job

boss
supervisor
manager
director
team
secretary
receptionist
Include job-related vocabulary relevant to your student.

4. ATTACHMENTS

Attached are materials related to the tasks with which our students most often have difficulty. We have many more materials available; don't hesitate to ask if you need more help.

Supplemental Study Materials Attached:

- **Question Words**
 - Question Words & Required Responses
 - Question Words – Exercise 1
 - Question Words – Exercise 2

- **Contractions**
 - Overview – for tutor use
 - Common Contractions
 - Common Contractions - Exercise 1
 - Common Contractions - Exercise 2
 - Common Contractions - Exercise 3
 - Negative Contractions
 - Negative Contractions - Exercise 1
 - Negative Contractions - Exercise 2
 - Negative Contractions - Exercise 3

Note:

- Please keep the attachments in your Study Guide. If you want extra copies of the exercises for your student(s), please come in or call the office.
- In the Tutor Resource File there are many more materials on contractions, including their use in questions. Please take advantage of these.
- If you have questions, please call Cindy at 696-3811.

QUESTION WORDS & REQUIRED RESPONSES

Students should be able to readily distinguish among the question words when they hear them spoken. Use rapid-fire drills until these words become second nature.

Question

Response

WHOrequires a **PERSON**
Who is that man?
Who made the cake?

He's my brother.
Maria made the cake.

WHATrequires a **THING/ACTIVITY**
What are you doing?
What is that?

I'm studying.
It's my English book.

WHERErequires a **LOCATION**
Where are you from?
Where is your class?

I'm from North Carolina.
My class is at the Library.

WHYrequires a **REASON**
Why did you go to Mexico?
Why is she crying?

I went to visit my family.
She fell down and got hurt.

WHEN requires a **TIME**
When is your class?
When are they going on vacation?

My class is at six o'clock.
They're going next week.

WHICH/WHICH ONErequires a **CHOICE/SELECTION**
Which school do you go to?
Which one do you like?

I go to the Literacy Council.
I like the blue one.

HOWrequires an **EXPLANATION**
How is she?
How did you get here?

She's fine.
I drove my car.

HOW MANYrequires a **QUANTITY/NUMBER**
How many children do you have?
How many classes are there each week?

I have 3 children.
There are 2 classes each week.

HOW MUCHrequires an **AMOUNT/NUMBER**
How much does that cost?
How much time do you study?

It costs \$5.00.
I study 1 hour each day.

QUESTION WORDS - EXERCISE 1

Based on the Response after each question, fill in the blank in the Question with the correct question word.

who	what	where	why	when	which	which one	how	how many	how much
-----	------	-------	-----	------	-------	-----------	-----	----------	----------

Question

Response

_____ is that man?

He's my brother.

_____ are you doing?

I'm studying.

_____ did you get here?

I drove my car.

_____ is that?

It's my English book.

_____ do you like?

I like the blue one.

_____ is your class?

My class is at the Literacy Council.

_____ classes are there each week?

There are 2 classes each week.

_____ did you go to Mexico?

I went to visit my family.

_____ made the cake?

Maria made the cake.

_____ time do you study?

I study one hour each day.

_____ is she crying?

She fell down and hurt her knee.

_____ is your class?

My class is at six o'clock.

_____ are they going on vacation?

They're going next week.

_____ school do you go to?

I go to Blue Ridge Literacy Council.

_____ are you from?

I'm from North Carolina.

_____ is she?

She's fine.

_____ children do you have?

I have 3 children.

_____ does that cost?

It costs \$5.00.

QUESTION WORDS – EXERCISE 2

Multiple Choice. Check the correct answer to each question.

Who is that man?

He's ...

my brother

my sister

my book

What is that?

It's ...

hot

five o'clock

my English book

Where are you from?

I'm ...

late

25 years old

from North Carolina

Why did you go to Mexico?

I went to ...

five o'clock

visit my family

English class

When is your class?

My class is ...

at 6:30

hot

at the Literacy Council

Which one do you like?

I like ...

two o'clock

late

the red book

How is she?

She is ...

my sister

late

ill

How did you get here?

I ...

was late

arrived at 2:00

drove my car

How many children do you have?

I have ...

to eat lunch

3 children

no money

How much does that cost?

It costs ...

5:00 o'clock

\$5.00

3 apples

CONTRACTIONS OVERVIEW

Tutor Use Only

This overview is intended for tutor information only. Do not use it to teach your students unless they are very advanced and request it. Teach contractions a few at a time and in context, as they are used in daily language. Make sure they are level appropriate. Begin with simple, common contractions and progress to the more complex usage.

Note: This is adapted from a website; sorry – I didn't get the URL.

A contraction is a shortened form of a word or words in which the apostrophe takes the place of one or more omitted letters (when written) or sounds (when spoken). Most contractions are formed when two or more words are combined (he is = he's, does not = doesn't, could have = could've, wouldn't've = would not have); some contractions are created when a single word is shortened (cannot = can't, madam = ma'am).

In English, contractions are commonly used in speech and informal writing; they are rarely used in formal written English.

The most common contractions are words combined with the verb *to be*, auxiliary verbs, or with the word *not*, and include an apostrophe in the written form.

Contractions with the Verb *To Be*

One type of common contraction is formed when a word is combined with the verb *to be* and the vowel in the verb is replaced by the apostrophe. The contraction may be formed with an adverb, noun or pronoun.

Examples:

Adverbs: *There's my teacher! Here's your book.*
Nouns: *Mary's going to class. The boy's from Mexico.*
Pronouns: *I'm sick. We're students. It's 5 o'clock.*

Contractions with Auxiliary Verbs

Another type of contraction is formed when a word is combined with an auxiliary verb. Typically the apostrophe replaces more than one letter. Auxiliary verbs that can be contracted include will, would, shall, have/has, and had. Examples:

I'd (I would) go if I were you.
She'll (She will) be late.

Contractions composed of more than two words that use two auxiliary verbs are compound contractions.

Example:

I'd've (I would have) taken route 26 instead of route 25.

(OVER)

CONTRACTIONS

COMMON CONTRACTIONS

Long form	Short form	Example
here is	here's	Here's your book.
there is	there's	There's my teacher.
that is	that's	That's my pencil!
how is?	how's	How's your son?
what is?	what's	What's your teacher's name?
when is?	when's	When's your class?
where is?	where's	Where's your class?
who is?	who's	Who's your teacher?
who would?	who'd	Who'd like to learn English?
there will	there'll	There'll be no class tomorrow
that will	that'll	That'll be \$5.00, please.
what will?	what'll	What'll you do after class?
who will?	who'll	Who'll be in class next week?
I am	I'm	I'm learning to read!
you are	you're	You're a good student.
he is	he's	He's late. Juan's late.
she is	she's	She's not coming to class. Mary's not coming to class.
it is	it's	It's five o'clock. It's my book.
we are	we're	We're not going to the movies.
they are	they're	They're going to the store.

CONTRACTIONS
COMMON CONTRACTIONS - EXERCISE 1

Long Form	Write the Short Form (Contraction) in the space below
here is	
there is	
that is	
how is?	
what is?	
when is?	
where is?	
who is?	
who would?	
there will	
that will	
what will?	
who will?	
I am	
you are	
he is	
she is	
it is	
we are	
they are	

CONTRACTIONS
COMMON CONTRACTIONS – EXERCISE 2

Long form	Match the long and short forms by putting the letter of the correct contraction in the column below.	Short form
1. here is	L	A. there'll
2. there is		B. that'll
3. that is		C. what'll
4. how is?		D. who'll
5. what is?		E. I'm
6. when is?		F. you're
7. where is?		G. he's
8. who is?		H. she's
9. who would?		I. it's
10. there will		J. we're
11. that will		K. they're
12. what will?		L. here's
13. who will?		M. there's
14. I am		N. that's
15. you are		O. how's
16. he is		P. what's
17. she is		Q. when's
18. it is		R. where's
19. we are		S. who's
20. they are		T. who'd

CONTRACTIONS

COMMON CONTRACTIONS – EXERCISE 3

Write a sentence using the short form (contraction).

Long form	Short form	Sentence
here is	here's	
there is	there's	
that is	that's	
how is?	how's	
what is?	what's	
when is?	when's	
where is?	where's	
who is?	who's	
who would?	who'd	
there will	there'll	
that will	that'll	
what will?	what'll	
who will?	who'll	
I am	I'm	
you are	you're	
he is	he's	
she is	she's	
it is	it's	
we are	we're	
they are	they're	

CONTRACTIONS NEGATIVE

Note: With the verb “to be,” two negative forms are possible in the present tense. For example: *you aren't* or *you're not*, *we aren't* or *we're not*, etc.

Long form	Short form	Example
am not	--	I'm not late.
are not	aren't	You aren't late. You're not late. We aren't late. We're not late. They aren't late. They're not late.
is not	isn't	He isn't late. He's not late. She isn't late. She's not late. It isn't Monday. It's not Monday.
was not	wasn't	I/he/she wasn't in class yesterday. Maria wasn't here last week. It wasn't raining yesterday.
were not	weren't	We/you/they weren't sure there would be class today.
cannot, can not	can't	I/you/he/she/we/they can't come to class tomorrow. It can't be done.
could not	couldn't	I/you/he/she/we/they couldn't do the homework because it was too hard. The car stopped - it couldn't run without gas!
do not	don't	I/you/we/they don't know the answer.
does not	doesn't	He/she doesn't speak English. It doesn't matter.
did not	didn't	I/you/he/she/we/they didn't come to class. It didn't work out.
have not	haven't	I/you/we/they haven't done the homework.
has not	hasn't	He/she hasn't been to Mexico for 5 years. It hasn't happened yet.
had not	hadn't	When time was up, I/you/he/she/we/they hadn't finished the test yet.
will not	won't	I/you/he/she/we/they won't be late.
would not	wouldn't	I/you/he/she/we/they wouldn't answer the question.
should not	shouldn't	I/you/he/she/we/they shouldn't quit studying English.

CONTRACTIONS
NEGATIVE – EXERCISE 1

LONG FORM	Match the long and short forms by putting the letter of the correct contraction in the column below.	SHORT FORM (Contraction)
1. am not		A. doesn't
2. are not		B. didn't
3. is not		C. haven't
4. was not		D. hasn't
5. were not		E. aren't
6. cannot, can not		F. isn't
7. could not		G. wasn't
8. do not		H. weren't
9. does not		I. hadn't
10. did not		J. won't
11. have not		K. wouldn't
12. has not		L. shouldn't
13. had not		M. no short form
14. will not		N. couldn't
15. would not		O. don't
16. should not		P. can't

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CONTRACTIONS
NEGATIVE - EXERCISE 2

Write the appropriate short form (contraction) in the blank space:

LONG FORM	SHORT FORM
am not	
are not	
is not	
was not	
were not	
cannot, can not	
could not	
do not	
does not	
did not	
have not	
has not	
had not	
will not	
would not	
should not	

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CONTRACTIONS NEGATIVE - EXERCISE 3

Write a sentence using the short form (contraction):

Long form	Short form	Sentence
am not	--	
are not	aren't	
is not	isn't	
was not	wasn't	
were not	weren't	
cannot, can not	can't	
could not	couldn't	
do not	don't	
does not	doesn't	
did not	didn't	
have not	haven't	
has not	hasn't	
had not	hadn't	
will not	won't	
would not	wouldn't	
should not	shouldn't	