

To All the Boys I've Loved Before by Jenny Han

SESSION #10 (CH. 65-72) Summer 2026 ESL360 Book Club

This summer we are reading *To All the Boys I've Loved Before* by Jenny Han. The novel is about a teenage girl navigating first love, family, and the slow process of figuring out who she is. Each week's discussion is also framed by a short passage from *The Laws of Human Nature* by Robert Greene.

Robert Greene is one of the most widely read authors in the world. His books have sold millions of copies and have been translated into dozens of languages. His book *The Laws of Human Nature*, published in 2018, became a number one New York Times bestseller immediately. The book draws on psychology, philosophy, history, and biography to identify eighteen patterns in human behavior that shape what we do, often without our awareness. Greene has a talent for taking difficult ideas from scientists and philosophers and making them clear and useful for everyday readers. The book is not a textbook. It reads more like a guide to understanding the people around you and the person you are still becoming.

You do not need to read Greene's book. Each week, one short passage is provided on your session sheet. Think of it as a camera lens. Jenny Han shows us a story. Greene provides a way of looking at it. The laws selected relate directly to what happens in the novel. Lara Jean is a teenager figuring out who she is and what she wants. The people around her illustrate, in real and recognizable ways, the very patterns Greene spent years studying. Reading the novel through Greene's lens makes the story richer and our discussions deeper and more interesting.

Reading Schedule

Session	Date	Chapters	Theme
1	June 3, 2026	Ch. 1–6	<i>The Law of Repression</i>
2	June 10, 2026	Ch. 7–12	<i>The Law of Irrationality</i>
3	June 17, 2026	Ch. 13–18	<i>The Law of Death Denial</i>
4	June 24, 2026	Ch. 19–24	<i>The Law of Shortsightedness</i>
5	July 1, 2026	Ch. 25–32	<i>The Law of Covetousness</i>
6	July 8, 2026	Ch. 33–40	<i>The Law of Role-Playing</i>
7	July 15, 2026	Ch. 41–48	<i>The Law of Envy</i>
8	July 22, 2026	Ch. 49–56	<i>The Law of Compulsive Behavior</i>
9	July 29, 2026	Ch. 57–64	<i>The Law of Conformity</i>
10	August 5, 2026	Ch. 65–72	



Your Weekly Assignment:

Before each session, read the assigned chapters and review the discussion questions on this sheet. Think about each question and jot down a few notes of your own thoughts in the space provided. You do not need to prepare a formal answer. You simply need to come ready to share your perspective. The more thinking you bring to the room, the richer our conversation will be.

Session 10: VOCABULARY

Chapters 65-72

mind your own business *phrase* — used to tell someone to stop interfering in something that isn't their concern / **It's my business, not yours.**

"People need to mind their own business." (Ch. 65)

what's done is done / it is what it is *phrase* — used to say that a past action cannot be changed, so there's no point dwelling on it

"But what's done is done." (Ch. 65)

get over it *phrase* — to stop being upset about something and move forward

"Get over it! She doesn't like you anymore." (Ch. 68)

move on *phrasal verb* — to stop thinking about a past situation and continue with life

"It's over. Move on." (Ch. 68)

give someone credit (a little more) credit / (some) credit *phrase* — to acknowledge that someone deserves trust or respect for something

"Come on! Give me (gimme) a little more credit than that, Covey." (Ch. 68)

kiss & make up (romantic relationship) make up (friend / family relationship) *phrasal verb* — to end an argument and restore a friendly relationship

"You and Margot made up." (Ch. 71)

behind someone's back *phrase* — doing something secretly, without a person's knowledge, often in a way that would upset them

"You had no right to go to Daddy behind my back." (Ch. 70)

look up to someone *phrasal verb* — to admire and respect someone, often as a role model

"You have no idea how much I look up to you." (Ch. 70)

get to know someone *phrase* — to spend time with someone in order to learn more about who they are

"I want to get to know him better, Lara Jean." (Ch. 66) You will like her once you get to know her.

work out *phrasal verb* — to happen or develop in a good or successful way. Everything is going to / will + work out / be ok.

"Everything will work out." (Ch. 70)

take my mind off (of) (something) *phrase* — to help distract from a worry or stressful situation "

Maybe this party will help me take my mind off things." (Ch. 66)

spin out of control *phrase* — when a situation becomes chaotic (K-ah-tik) or impossible to manage

"The whole thing just spun out of control." (Ch. 71).

Session 10: GRAMMAR—QUESTION TAGS

What is a question tag?

A question tag is a short question added to the end of a statement. Speakers use it to check information or ask for agreement.

Question Tag Recipe:

1. Start with a statement.
2. Use the same auxiliary verb that's already in the statement. If there is no auxiliary, add do/does/did.
3. Flip the polarity (+ / -) : a positive statement gets a negative tag, and a negative statement gets a positive tag.
4. The tag always ends in a pronoun that matches the subject (repeat it if it's already a pronoun, or swap in he/she/it/they if it's a name or noun).

Special case: "I am" flips to "aren't I?" — this is the one true irregular form and worth teaching as a simple exception rather than a rule. I'm part of the family too, aren't I?

Examples:

PART A B

Margot asks Lara Jean, "It's not true, is it?"

1. Part A statement: It's not true..."
2. Use the aux verb from Part A (It's = is) in Part B (is)
3. Part A is negative "**It's not true,**" so Part B must be positive: "**is it?**"
4. The pronoun "it" is the subject in Part A, so repeat in Part B.

Other Examples:

<u>PART A</u>	<u>B</u>
"You didn't tell anyone,	did you?"
"Jamie is a good name,	isn't it?"
"Margot won't forgive me,	will she?"
"Things will work out between you two,	won't they?"

**A note on informal speech: In Chapters 70 and 72, characters use "right?" instead of a true grammatical tag ("he can't be disappointed in you, too, right?" and "you do know Peter and I aren't getting back together, don't you?"). This is common in casual spoken English and doesn't follow the auxiliary-flip pattern!!!

Practice (grounded in Ch. 65–72):

1. Peter didn't come back to the table, ____ _?
2. Kitty sent the letters, ____ _?
3. Margot isn't happy with Lara Jean, ____ _?
4. The girls will make up, ____ _?
5. Daddy doesn't believe Lara Jean is having sex, ____ _?

REVIEW OF PAST QUESTION GRAMMAR LESSONS

RECIPE A — AUXILIARY + BASE FORM

SOME AUXILIARY VERBS ARE FOLLOWED BY THE BASE FORM OF THE MAIN VERB.

- These include **do / don't / does / doesn't / did / didn't / can / can't / could / couldn't / will / won't / would / wouldn't / should / shouldn't / must / mustn't (pronounced "musent") / shall / shall not / may / may not / might / might not.**
- When an auxiliary verb from the list above is in a question, it follows this grammar recipe:
AUX verb + subject + BASE FORM of the main verb + ?
- The auxiliary verb "be" is the most irregular verb in English — the only verb with three present simple forms, two past simple forms, and a base form that looks nothing like any of its conjugated forms. It does not follow Recipe A when used in sentences.

6. Recipe B — BE as AUXILIARY + PRESENT PARTICIPLE (-ING)

The auxiliary verb "be" follows a different pattern than the auxiliary verbs above.

- BE functions as an auxiliary when it *works alongside another verb to form a tense to describe things like an ongoing action or temporary state.*
- When the verb "be" functions as an AUX VERB in a question, it follows this grammar recipe:
AUX verb (am / am not / is / isn't / are / aren't / was / wasn't / were / weren't) + subject + main verb as PRESENT PARTICIPLE (-ING) + ?
- Examples:
 - > "What are you doing?" — are is the auxiliary; doing is the main verb
 - > "Was she crying?" — was is the auxiliary; crying is the main verb
 - > "Why is he laughing?" — is is the auxiliary; laughing is the main verb

7. Recipe C — BE as MAIN VERB

"Be" can also function as the main verb in a statement or question when it describes things like *who* someone is, *what* something is, *where* someone is, or *what* something is like. In this role, no other verb follows.

- If the verb "be" functions as the MAIN VERB, it follows this grammar recipe:
> **BE (am / am not / is / isn't / are / aren't / was / wasn't / were / weren't) + subject + ?**
- Examples:
 - > "Is she a teacher?" vs. "Are (aux) you teaching?"
 - > "Are you tired?" vs. "Are (aux) you feeling tired?"
 - > "Were they in the library?" vs. "Were (aux) they studying in the library?"
 - > "Is this for the bake sale?" "Are (aux) you baking that for the bake sale?"
 - > "Are you serious?" vs. "Are you smiling at me?"
 - > "Where **were** you?" vs. "Were (aux) you going to the store?"

STARTING QUESTIONS WITH QUESTION WORDS—WHO, WHAT, WHERE, WHEN, WHY, & HOW

Why use question words?

1. A question **without** a question word requires someone to choose from a specific set of options.
Examples:

- "Are you mad at me?" (yes / no are the only options)
- "Are you going on vacation to Mexico or Turkey?" (Mexico or Turkey are the only options.)
- "Is your birthday in January or February?" (January / February are the only options).

Notice how this type of question does not ask for any details.

2. A question **with** a question word expands the question. It asks someone to supply the answer themselves instead of picking from a few choices. Examples:
 - "**Why** are you mad at me?" vs. "Are you mad at me?"
 - "**Where** are you going on vacation?" vs. "Are you going on vacation to Mexico or Turkey?"
 - "**When** is your birthday?" vs. "Is your birthday in January or February?"
3. Imagine Lara Jean's trip to find John McClaren at the Model UN event in Chapters 57–58. Notice that each question word below asks for something different but the questions themselves still follow Recipe A or B.*

Question Word	Asks for . . .	Example
Who?*	the name of a person	Who did Lara Jean go to see?
What?	a thing, an action, or information	What did Lara Jean do at the event?
Where?	a place	Where did Lara Jean see John McClaren?
When?	a time	When did Lara Jean go to the event?
Why?**	a reason	Why is Lara Jean going to see John?
How?	a method, a manner, or a degree	How did Lara Jean recognize John?

Notice that all six of these questions follow either recipe A or B.

- Recipe A: Question word + aux (not "be") + subject (L.J.) + main verb (base form) + ?
- Recipe B: Question word + "be" (aux) + subject (L.J) + main verb [present participle -ing] + ?

Therefore, adding **who, what, where, when, why, or how** changes the TYPE of information being asked for but not the STRUCTURE of the question.

*In some questions, "who" (or occasionally "what") IS THE SUBJECT. These are called "subject questions." When the question word is the subject and the question uses simple past or simple present tense, don't use an aux verb. Examples:

- "Who kissed Peter?" (Who is the subject + simple past tense = no aux verb) vs. "Who did Lara Jean kiss?" (Lara Jean is the subject, not "who," therefore aux verb "do / did" + base form of main verb—Recipe A)
- "Who looked at Margot?" (Who is the subject + simple past tense = no aux verb) vs. "Who was Margot looking at?" (Margot is the subject, not "who," therefore aux verb "be / was" + main verb present participle form (-ing)—Recipe B)

** Note: this example uses Recipe B to show that question words in general work with either recipe. "Why" questions can also use Recipe A.