

FOURTH EDITION

Focus on Grammar

1

Irene E. Schoenberg
Jay Maurer

with MyEnglishLab
access code inside



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WELCOME TO

FOCUS ON GRAMMAR

NEW EDITION

BUILDING ON THE SUCCESS of previous editions, *Focus on Grammar* continues to provide an integrated-skills approach to engage students and help them understand, practice, and use English grammar. Centered on thematic instruction, *Focus on Grammar* combines comprehensive grammar coverage with abundant practice, critical thinking skills, and ongoing assessment, helping students accomplish their goals of communicating confidently, accurately, and fluently in everyday situations.

New in This Edition

New and Updated Content

Focus on Grammar continues to offer engaging and motivating content that appeals to learners from various cultural backgrounds. Many readings and activities have been replaced or updated to include topics that are of high interest to today's learners.

Updated Charts and Redesigned Notes

Clear, corpus-informed grammar presentations reflect real and natural language usage and allow students to grasp the most important aspects of the grammar. Clear signposting draws attention to common usage, the difference between written and spoken registers, and common errors.

Additional Communicative Activities

The new edition of *Focus on Grammar* has been expanded with additional communicative activities that encourage collaboration and the application of the target grammar in a variety of settings.

Expanded Writing Practice

Each unit in *Focus on Grammar* now ends with a structured “From Grammar to Writing” section. Supported by pre-writing and editing tasks, students engage in activities that allow them to apply the target grammar in writing.

New Assessment Program

The new edition of *Focus on Grammar* features a variety of new assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook. The assessments are closely aligned with unit learning outcomes to inform instruction and measure student progress.

Revised MyEnglishLab

The updated MyEnglishLab offers students engaging practice and video grammar presentations anywhere, anytime. Immediate feedback and remediation tasks offer additional opportunities for successful mastery of content and help promote accuracy. Instructors receive instant access to digital content and diagnostic tools that allow them to customize the learning environment to meet the needs of their students.

The Focus on Grammar Approach

At the heart of the *Focus on Grammar* series is its unique and successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure. The books provide an abundance of scaffolded exercises to bridge the gap between identifying grammatical structures and using them with confidence and accuracy. The integration of the four skills allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.

STEP 1: Grammar in Context integrates grammar and vocabulary in natural contexts such as dialogues and short readings. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

STEP 2: Grammar Presentation presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

STEP 3: Focused Practice provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

STEP 4: Communication Practice provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

Each unit now culminates with the **From Grammar to Writing** section. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing that contain writing models to editing.

Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is practice that allows students to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure, leading them to become confident in using the language in speech and in writing.

Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every unit assess students' understanding of the grammar and allow students to monitor their own progress.
- **Diagnostic Tests** provide teachers with a valid and reliable means to determine how well students know the material they are going to study and to target instruction based on students' needs.
- **Unit Review Tests, Mid- and End-of-Term Review Tests, and Final Exams** measure students' ability to demonstrate mastery of skills taught in the course.
- The **Placement Test** is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.

The Importance of Context

A key element of *Focus on Grammar* is presenting important grammatical structures in context. The contexts selected are most relevant to the grammatical forms being introduced. Contextualized grammar practice also plays a key role in improving fluent use of grammar in communicative contexts. It helps learners to develop consistent and correct usage of target structures during all productive practice.

The Role of Corpus

The most important goal of *Focus on Grammar* has always been to present grammar structures using natural language. To that end, *Focus on Grammar* has incorporated the findings of corpus linguistics,* while never losing sight of what is pedagogically sound and useful. By taking this approach, *Focus on Grammar* ensures that:

- the language presented reflects real, natural usage
- themes and topics provide a good fit with the grammar point and elicit the target grammar naturally
- findings of the corpus research are reflected in the syllabus, readings, charts, grammar notes, and practice activities
- examples illustrate differences between spoken and written registers, and formal and informal language
- students are exposed to common errors in usage and learn how to recognize and avoid errors in their own speech and writing

Focus on Grammar Efficacy

The new edition of *Focus on Grammar* reflects an important efficacy initiative for Pearson courses—to be able to demonstrate that all teaching materials have a positive impact on student learning. To support this, *Focus on Grammar* has been updated and aligned to the **Global Scale of English** and the **Common European Framework (CEFR)** to provide granular insight into the objectives of the course, the progression of learning, and the expected outcomes a learner will be able to demonstrate upon successful completion.

To learn more about the Global Scale of English, visit www.English.com.

Components

Student Books with Essential Online Resources include access codes to the course audio, video, and self-assessment.

Student Books with MyEnglishLab offer a blended approach with integration of print and online content.

Workbooks contain additional contextualized practice in print format.

Digital Teacher's Resources include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

FOG Go app allows users to access the student book audio on their mobile devices.

* A principal resource has been Douglas Biber et al, *Longman Grammar of Spoken and Written English*, Harlow: Pearson Education Ltd., 1999.

The Focus on Grammar Unit

Focus on Grammar introduces grammar structures in the context of unified themes. All units follow a four-step approach, taking learners from grammar in context to communicative practice. Thematic units add a layer to learning so that by the end of the unit students will be able to discuss the content using the grammar points they have just studied.

STEP 1 GRAMMAR IN CONTEXT

Before You Read activities prepare students for the theme and **essential vocabulary** of the unit. Using a **photo-dictionary approach**, students discover the meanings of the target words before undertaking meaningful practice.

UNIT 14

Adjectives

DESCRIBING PEOPLE

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

VOCABULARY Study the words. Then complete the sentences. Write the names of famous people or people you know.

_____ has short hair.

_____ has blond hair.

_____ has dark hair.

_____ has long hair.

_____ is tall.

_____ is average height.

_____ has short hair.

_____ is tall.

_____ is average height.

READ

What Does She Look Like?

JOJO: Are you in Music 101?

JAY: Uh-huh. It's a **great** class. I like it a lot.

JOJO: Could you please give those tickets to Scott's sister? She's in your class.

JAY: Sure. But I don't know her. What does she look like?

JOJO: Well, she has **dark hair** and **dark eyes**.

JAY: Half the women have **dark hair** and **dark eyes**. It's a large class. There are 100 students in it!

JOJO: Well, she's **tall** and **thin**.

JAY: OK, but a lot of women are **tall** and **thin**.

JOJO: She's **young**. She's in her twenties.

JAY: Right. Almost everyone at school is **twenty-something**. Is there something **special** about her?

JOJO: Well, she has two heads!

JAY: What?

JOJO: Scott's sister **looks** twenty and **looks** ten!

JAY: Oh! Now I know who she is!



- AFTER YOU READ**
- COMPREHENSION** Look at the conversation again. Circle the correct answers.
- Is Scott's sister 101?
 - a. Yes, she is.
 - b. No, she isn't.
 - Does Scott have blond hair and blue eyes?
 - a. Yes, she does.
 - b. No, she doesn't.
 - Is Mike 101 a small class?
 - a. Yes, it is.
 - b. No, it isn't.
 - Are most of the students between the ages of twenty and twenty-nine?
 - a. Yes, they are.
 - b. No, they aren't.
 - Does Scott really have two heads?
 - a. Yes, she does.
 - b. No, she doesn't.
 - Is Scott pregnant?
 - a. Yes, she is.
 - b. No, she isn't.

Work with a partner. Compare your answers in A.

Go to [Unit 14](#) for more grammar to connect practice.

Lively and interesting **conversations** and **short readings** present the target grammar in natural contexts. As students read, they encounter the form, meaning, and use of the grammar.

Comprehension activities focus on the meaning of the conversations and readings, while drawing students' attention to the target structures.

NEW!

STEP 2

GRAMMAR PRESENTATION

Grammar Charts present the structures in a clear, easy-to-read format.

STEP 2 GRAMMAR PRESENTATION

PAST OF BE: AFFIRMATIVE STATEMENTS

Question	Answer
Was I at home last night?	Yes, you were.
Was he at home?	No, he wasn't.
Was she at the game?	No, she wasn't.
Was it cold yesterday?	No, it wasn't.
Were you at home?	Yes, I was.
Were they at the game?	No, they weren't.

PAST OF BE: NEGATIVE STATEMENTS

Question	Answer
Was I at home last night?	No, you weren't.
Was he at home?	No, he wasn't.
Was she at the game?	No, she wasn't.
Was it cold yesterday?	No, it wasn't.
Were you at home?	No, you weren't.
Were they at the game?	No, they weren't.

YES/NO QUESTIONS

Question	Answer
Was I at home last night?	Yes, you were.
Was he at home?	No, he wasn't.
Was she at the game?	No, she wasn't.
Was it cold yesterday?	No, it wasn't.
Were you at home?	Yes, you were.
Were they at the game?	No, they weren't.

GRAMMAR NOTES

1. The past of be has two forms: was and were. Use was with I, he, she, and it. Use were with you, we, and they.
2. Use at a movie last night. The girl was at the library yesterday. They were at the library yesterday.

78 Unit 7

NEW!

The newly designed **Grammar Notes** highlight the main point of each note, making navigation and review easier. Simple corpus-informed **explanations** and **examples** ensure students' understanding.

GRAMMAR NOTES

1. **There is/are** is used to talk about people or things. Use there is for singular nouns and there are for plural nouns. There is a new guide on our tour. There are over 6,000 national parks in the world. There was an accident on the highway. There were a lot of people on the street. There's a park in the city. There are a lot of animals in the zoo. There is a lot of animals in the zoo.
2. **There is/are not** is used to talk about people or things. Use there is not for singular nouns and there are not for plural nouns. There isn't a national park in our state. There wasn't a park here fifty years ago. There aren't any elephants in the national park. There weren't any cars on the road. There isn't a hotel near here. There aren't any volcanoes in my country.
3. **There is/are** is used to talk about people or things. Use there is for singular nouns and there are for plural nouns. There is a new guide on our tour. There are over 6,000 national parks in the world. There was an accident on the highway. There were a lot of people on the street. There's a park in the city. There are a lot of animals in the zoo. There is a lot of animals in the zoo.

There is, There are, There was, and There were 325

NEW!

Clear signposting provides corpus-informed notes about common usage, differences between spoken and written registers, and common errors.

PRONUNCIATION NOTE

- We use a before a consonant sound and an before a vowel sound. But sometimes consonants have vowel sounds, and vowels have consonant sounds. We need to use a before singular count nouns that start with vowels, and an before singular count nouns that start with consonants.
- Singular count nouns that start with a:
- When the noun starts like /a/, we use a. When the noun starts like /e/, we use an.
- Singular count nouns that start with an:
- When the noun starts like /n/, we use an. When the noun starts like /m/, we use an.
- I need a hat. The trip takes an hour. We have a university in our town. He needs an umbrella.

Pronunciation Notes are now included with the grammar presentation to highlight relevant pronunciation aspects of the target structures and to help students understand authentic spoken English.

NEW!

STEP 3

FOCUSED PRACTICE

Discover the Grammar activities develop students' recognition and understanding of the target structures before they are asked to produce them.

Controlled practice activities lead students to master form, meaning, and use of the target grammar.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-4 Read the paragraph. Underline the sixteen nouns that are food and drink. Circle the quantifiers.

My favorite meal is lunch—my big meal of the day. I start with a bowl of soup, and I usually have chicken with it. Next, I have some meat. I also have vegetables: maybe carrots, peas, or beans. I almost always have rice. For dessert, I sometimes have a cookie, and I usually have some fruit—an orange, or an apple, or a banana. Sometimes I have a bowl of ice cream. I usually drink a cup of coffee, but once in a while I have tea. I'm never hungry after lunch.

Look at the paragraph in A again. Write the underlined nouns in the correct column in the chart.

Count Nouns	Uncount Nouns
crackers	soup



EXERCISE 2 QUANTIFIERS

GRAMMAR NOTES 5-8 Complete the conversation. Circle the correct answer. (0 is no article or quantifier).

BOB: All right, Felix. What do you want to make?

FELIX: I want a bag of ¹ some chicken and rice and a / some mixed vegetables. And please bring me a cup of / a bowl of hot tea to drink.

BOB: Of course. And for you, young man!

EXERCISE 2 WH- QUESTION WORDS

GRAMMAR NOTES 1-6 Read the questions and answers. Complete the questions with what, where, when, and who.

1. In _____ time did the accident occur? 2. At nine o'clock in the morning.
2. In _____ did it happen? 3. On the corner of Maple and Elm Street.
3. In _____ did the police arrive? 4. They came at 9:10.
4. In _____ did the police do? 5. They asked the driver a lot of questions.
5. In _____ did the drivers say? 6. The man was in their way.
6. In _____ called the police? 7. An old woman.

EXERCISE 3 WH- QUESTIONS

GRAMMAR NOTES 1-6 Complete the questions. Use the correct forms of the verbs in parentheses.

1. What time _____ they _____ home? (leave)
2. Why _____ they _____ downtown? (go)
3. Where _____ the accident _____? (occur)
4. Who _____ the ambulance? (call)
5. How long _____ it _____ the ambulance to get to the accident? (took)
6. What _____ they _____ in the hospital? (do)

EXERCISE 4 QUESTIONS WITH WH- WORD + NOUN

GRAMMAR NOTES 1 Read the questions and answers. Complete the questions with the words from the box.

what day what month what time what year

1. In _____ what day _____ did you get up? 2. 7:00 a.m.
2. In _____ did the accident happen? 3. Monday
3. In _____ did you take a road trip? 4. July
4. In _____ did you go to Canada? 5. 2015

Simple Past: WH- Questions 301

A variety of exercise types engage students and guide them from recognition and understanding to accurate production of the grammar structures.

Editing exercises allow students to identify and correct typical mistakes.

EXERCISE 5 EDITING

GRAMMAR NOTES 5-8 There are six mistakes in the email. The first mistake is corrected. Find and correct five more.

To: Kelly@bbschools.com | BBS School of Business | BBSCT Help

Hi Kelly,

Just and I going to have a little party last Sunday. We're going watch the Super Bowl, and you're going to has pizza and dessert. I think the game are going to start at 3:00, and we be going to see it when 5:00. Please come.

Amanda

304 Unit 26

Go to [www.bbschools.com](#) for more focused practice.

COMMUNICATION PRACTICE

Listenings in a variety of genres allow students to hear the grammar in natural contexts.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

Track Listen to a talk by a national park ranger. What are the people visiting?



Practice 1 Listen again. Complete the sentences. Circle the correct answers.

1. Victoria Park is _____ high.
a. 106 meters b. 130 meters c. 288 meters
2. David Livingstone discovered Victoria Park in _____ country.
a. the southwest b. the southwest c. the northeast
3. Livingstone named Victoria Park after _____.
a. a French Queen b. a British Queen c. a South African Queen
4. There are many animals in Victoria Park National Park, but there aren't any _____.
a. elephants b. giraffes c. lions
5. There are _____ tourists at Victoria Park every year.
a. a few b. some c. a lot of
6. People don't want to hear _____.
a. airplane noises b. waterfall noises c. noises from animals
7. The pollution problem is _____.
a. noise pollution b. air pollution c. water pollution
8. There is a rain forest _____ the falls.
a. in b. next to c. far away from

 Work with a partner. Ask and answer questions with them about the place in the listening.

EXAMPLE: Q: Is there a waterfall in the national park?
 A: Yes, there is. Are there elephants in the park?
 Q: Yes, there are.

There Is, There Was, There Were, and There Goes 531

Engaging **communicative activities** (conversations, discussions, presentations, surveys, and games) help students synthesize the grammar, develop fluency, and build their problem-solving skills.

EXERCISE 8 INTRODUCE YOURSELF AND A CLASSMATE

CONVERSATION Work with a partner. Practice the conversation with your names. Take turns.

- 1b I'm _____
 2c Nice to meet you, _____ I'm _____
 3a Nice to meet you, too

1 Walk around the classroom. Introduce yourself to four classmates.

1 Introduce one classmate to the class.

EXAMPLE: In 1980, the U.S. had 100 million people.
In 2000, the U.S. had 265 million people. How many times as many people as in 1980 were there in 2000?

EXERCISE 9 TALK ABOUT PHOTOS

CONVERSATION Bring photos of your family or friends to class. Then work in a group. Talk about the photos.

Q NAME: Is it this way method?

- B: Yes, she's in Poland right now.
 B: Is his very boyfriend like in Marshall?
 B: There are my friends. Asha is on the right, and Nancy is on the left.



Go to [MCQs Club](#) for more computer science practice

In the **listening activities**, students practice a range of listening skills. A **new step** has been added in which partners complete an activity that relates to the listening and uses the target grammar.

NEW!

FROM GRAMMAR TO WRITING

A **From Grammar to Writing** section, now in every unit, helps students to confidently apply the unit's grammar to their own writing.

NEW!

FROM GRAMMAR TO WRITING

BEFORE YOU WRITE Read about Ali, a man of many abilities. Then work with a partner. Tell your partner about a person you know with different abilities.



My friend Ali can do many things. He can play soccer. He's the star of his team. Ali is also good at music. He can play the guitar and sing. Sometimes Ali and I play together. I can play the guitar, too. Ali can also write poetry. His poems are very beautiful. One day, I told him I could do everything. He wasn't the star or a computer.

WRITE Write a paragraph about the abilities of a person you know. Use *can* and *can't*. Use the paragraph in A and your ideas to help you.

CHECK YOUR WORK Read your paragraph. Underline all examples of *can* or *can't*. Then use the Editing Checklist to check your work.

Editing Checklist

Did you ... ?

- ☐ use *can* to make ability or possibility
- ☐ use *can* or *can't* + the base form of the verb
- ☐ check your spelling

REVISE YOUR WORK Read your paragraph again. Can you improve your writing? Make changes if necessary.

220 Unit 19

Go to MyEnglishLab for more writing practice.

The **Before You Write** task helps students generate ideas for their writing assignment. They typically contain writing models for students to analyze and emulate.

In the **Write** task, students are given a writing assignment and guided to use the target grammar.

Check Your Work includes an Editing Checklist that allows students to proofread and edit their compositions.

In **Revise Your Work**, students are given a final opportunity to improve their writing.

UNIT REVIEW

Unit Reviews give students the opportunity to check their understanding of the target structures. Students can check their answers against the Answer Key at the end of the book. They can also complete the Review on MyEnglishLab.

UNIT 5 REVIEW

Test yourself on the grammar of the unit.

A Match the questions and answers.

- | | |
|-------------------------------|---------------------|
| 1. Are your sisters? | a. No, they aren't. |
| 2. Am I late? | b. No, she isn't. |
| 3. Is John married? | c. Yes, you are. |
| 4. Are your parents teachers? | d. Yes, we are. |
| 5. Is your sister a dentist? | e. No, he isn't. |

B Complete the conversation with who or what.

- a. That's a great photo _____'s that woman on the right?
- b. That's my cousin _____'s her name?
- c. Oh, really? _____'s that man on her left?
- d. And _____'s that man on her left?
- e. That's her husband, Carlos.
- f. I see _____ does he do?
- g. He's a police officer.
- h. And _____'s that in the middle? Is that their son?
- i. No, that's their daughter!

C Correct the conversations. There are five mistakes.

1. "What's his job?" he asked.

2. "Is your brother a teacher?"

MyEnglishLab delivers rich online content to engage and motivate **students**.



Grammar Coach videos give additional grammar presentations.

NEW!

MyEnglishLab delivers innovative teaching tools and useful resources to **teachers**.



MyEnglishLab provides students with:

- rich interactive practice in grammar, reading, listening, speaking, and writing
- immediate and meaningful feedback on wrong answers
- remediation activities
- grade reports that display performance and time on task

NEW!

With **MyEnglishLab**, teachers can:

- view student scores by unit and activity
- monitor student progress on any activity or test
- analyze class data to determine steps for remediation and support

MyEnglishLab also provides teachers with:

- a digital copy of the student book for whole-class instruction
- downloadable assessments, including the placement test, that can be administered on MyEnglishLab or in print format
- printable resources including teaching notes, suggestions for teaching grammar, GSE mapping documents, answer keys, and audio scripts

Scope and Sequence

PART 1 Identifying Things and People

UNIT	GRAMMAR	READING
1 This is / These are; Subject Pronouns Page 6 THEME Family	<ul style="list-style-type: none"> Can use <i>this is</i> and <i>these are</i> to introduce people and things nearby Can use <i>is this</i> and <i>are these</i> to ask about people and things nearby Can use subject pronouns PRONUNCIATION <i>This</i> and <i>These</i>	Biography: <i>All About Steve</i> <ul style="list-style-type: none"> Can identify important details in a short article, with visual support
2 Singular and Plural Nouns; Proper Nouns; and Page 17 THEME At Home and at School	<ul style="list-style-type: none"> Can use singular nouns, plural nouns, and proper nouns Can use <i>a/an</i> with singular nouns 	Conversation Transcript: <i>New Words</i> <ul style="list-style-type: none"> Can identify the main points in a written transcript of an everyday conversation

PART 2 Be: Present

3 Present of Be: Statements Page 30 THEME I'm Not from Around Here	<ul style="list-style-type: none"> Can make affirmative and negative statements with the verb <i>be</i> in the simple present Can use contractions with the verb <i>be</i> in the simple present 	Conversation Transcript: <i>We Love Seattle!</i> <ul style="list-style-type: none"> Can correct false statements about a simple conversation about places
4 That is / Those are; Possessive Adjectives Page 41 THEME Fun Places	<ul style="list-style-type: none"> Can use <i>that is</i> and <i>those are</i> to introduce people or things farther away Can use possessive adjectives PRONUNCIATION <i>Same</i> Pronunciation, Different Meaning	Conversation Transcript: <i>Seattle from the Space Needle</i> <ul style="list-style-type: none"> Can identify true statements in a short conversation about a place
5 Present of Be: Yes/No Questions; Questions with Who and What Page 51 THEME Jobs	<ul style="list-style-type: none"> Can ask and answer <i>yes/no</i> questions with the verb <i>be</i> in the simple present Can ask and answer simple present questions with <i>who</i> or <i>what</i> and the verb <i>be</i> 	Conversation Transcript: <i>Who's That Woman with Amanda?</i> <ul style="list-style-type: none"> Can determine people's relationships and professions in short conversations at a wedding
6 Present of Be: Questions with Where; Prepositions of Place Page 61 THEME Places in the Neighborhood	<ul style="list-style-type: none"> Can ask and answer simple present questions about location, using <i>where</i> and the verb <i>be</i> Can use prepositions of place to describe locations and addresses 	Article: <i>Places in the Neighborhood</i> <ul style="list-style-type: none"> Can determine the location of different businesses from a message from a building manager to tenants

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about a class ■ Can follow a slow, carefully articulated conversation about everyday topics	■ Can introduce people using a few basic fixed expressions ■ Can ask and answer basic questions about family and friends in a limited way	■ Can write a simple paragraph about a friend, using a model for support	brother children daughter family father husband mother parents sister son wife
A conversation between friends ■ Can follow a slow, carefully articulated conversation about everyday items	■ Can ask and answer basic questions with <i>What's this/that?</i> ■ Can identify basic objects and present them to others	■ Can create vocabulary flash cards and write simple sentences about classroom objects	fork glass knife oven spoon
A conversation between a chef and a student ■ Can identify main points and key details in a slow-paced conversation	■ Can make basic statements about oneself and classmates, and query statements made by others ■ Can express opinions about places	■ Can write a simple paragraph about a city, using a model for support	boring clean (adj) dirty far fun near
A conversation about family ■ Can identify key details in a slow-paced conversation about family members in a photo	■ Can ask and answer questions about people's belongings ■ Can ask and answer basic questions to confirm locations on a map	■ Can write a simple paragraph about a place in a photo, using a model for support	museum sports stadium university zoo
A conversation about people ■ Can identify basic information about people in a slow-paced, short conversation	■ Can have a basic conversation about one's profession ■ Can ask and answer <i>yes/no</i> questions to determine the identity of a famous person	■ Can write questions and answers for a short interview	bus driver doctor nurse server writer
A conversation about directions ■ Can identify the locations of people and places in a short conversation, using a map for guidance	■ Can ask and answer simple questions about the locations of people, objects, and places	■ Can write a simple paragraph about the addresses and locations of three places	bank (n) drugstore gas station gym hospital supermarket

PART 3

Be: Past

UNIT	GRAMMAR	READING
7 Past of Be: Statements and Yes/No Questions Page 74 THEME Out and About	<ul style="list-style-type: none"> Can make affirmative and negative statements with the verb <i>be</i> in the simple past Can ask and answer <i>yes/no</i> questions with the verb <i>be</i> in the simple past 	Conversation Transcript: <i>Out at the Movies</i> <ul style="list-style-type: none"> Can identify true and false statements about where people were and what they were doing from information in a simple conversation
8 Past of Be: Wh- Questions Page 84 THEME Vacations	<ul style="list-style-type: none"> Can ask and answer <i>wh-</i> questions with the verb <i>be</i> in the simple past 	Conversation Transcript: <i>A Vacation in the Sun</i> <ul style="list-style-type: none"> Can correct false statements regarding a short conversation about a vacation

PART 4

Imperatives and the Simple Present

9 Imperatives Page 96 THEME Giving Directions	<ul style="list-style-type: none"> Can use affirmative and negative forms of the imperative for directions, instructions, requests, and suggestions 	Conversation Transcript: <i>Don't Park Here</i> <ul style="list-style-type: none"> Can recreate the route taken to a location from information in a short conversation
10 Simple Present: Statements Page 106 THEME Likes and Dislikes	<ul style="list-style-type: none"> Can use the simple present to talk about facts and things that happen again and again Can use the various simple present forms of <i>be</i> and <i>have</i> PRONUNCIATION Simple Present Verb Endings	Article: <i>Alike or Different?</i> <ul style="list-style-type: none"> Can compare and contrast people's characteristics and preferences from the information in a short article
11 Simple Present: Yes/No Questions Page 118 THEME Friends	<ul style="list-style-type: none"> Can ask and answer <i>yes/no</i> questions in the simple present 	Questionnaire: <i>You and Your Friend</i> <ul style="list-style-type: none"> Can understand responses to a simple questionnaire on a familiar topic
12 Simple Present: Wh- Questions Page 128 THEME Celebrations	<ul style="list-style-type: none"> Can ask and answer simple present <i>wh-</i> questions to obtain information Can ask and answer simple present <i>wh-</i> questions about the subject Can use <i>at</i> and <i>on</i> to answer questions about time 	Conversation Transcript: <i>What's Your Favorite?</i> <ul style="list-style-type: none"> Can identify true and false statements regarding a simple conversation about celebrations

PART 4 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
A phone message <ul style="list-style-type: none"> Can identify true and false statements about where people were and what they were doing from information in a phone message 	<ul style="list-style-type: none"> Can ask and answer questions about past activities Can give a brief, basic presentation about a past activity 	<ul style="list-style-type: none"> Can write a simple paragraph about a movie, using a model for support 	alone asleep at home at the movies awake
A telephone conversation about weekend activities <ul style="list-style-type: none"> Can identify the main points in a short conversation about what people did last weekend 	<ul style="list-style-type: none"> Can ask and answer questions about past weather conditions Can role-play a conversation about past activities 	<ul style="list-style-type: none"> Can write a short email to a friend about a past vacation 	at the beach cold (weather) hot (weather) in the mountains
A conversation between students <ul style="list-style-type: none"> Can complete a paragraph about directions given in a simple conversation 	<ul style="list-style-type: none"> Can make basic, polite requests of others Can give directions to someone else, relying on a map for support 	<ul style="list-style-type: none"> Can write a short invitation, providing step-by-step directions to a location 	drive (v) park (v) take the bus turn left turn right walk (v)
A conversation between travelers <ul style="list-style-type: none"> Can identify key details about people and their countries from a slow-paced conversation 	<ul style="list-style-type: none"> Can correct false statements about different people and places Can discuss people's likes and dislikes 	<ul style="list-style-type: none"> Can write a short paragraph about a classmate's life and personal preferences, using a model for support 	live (v) need (v) speak want
A conversation about preferences <ul style="list-style-type: none"> Can identify people's preferences in a short, slow-paced conversation 	<ul style="list-style-type: none"> Can ask and answer questions about a person's hobbies and activities Can discuss similarities between oneself and classmates 	<ul style="list-style-type: none"> Can write a short conversation about a potential new roommate's preferences and habits 	go shopping have a party stay home work out
A conversation about a holiday party <ul style="list-style-type: none"> Can answer questions regarding a short conversation about a holiday party 	<ul style="list-style-type: none"> Can ask and answer questions about favorite holiday celebrations Can ask and answer questions to define new vocabulary 	<ul style="list-style-type: none"> Can write a short conversation about a celebration or well-known event, using a model for support 	eat a huge meal play board games see fireworks send cards watch a parade

UNIT	GRAMMAR	READING
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▼ PART 4 CONTINUED

13 Simple Present with Adverbs of Frequency Page 139 THEME Habits	<ul style="list-style-type: none"> Can use adverbs of frequency to say how often something happens Can use <i>ever</i> with <i>yes/no</i> questions and questions with <i>how often</i> to ask about frequency 	Conversation Transcript: I Have One Good Habit <ul style="list-style-type: none"> Can identify the frequency of different habits described in a short conversation
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14 Adjectives Page 152 THEME Describing People	<ul style="list-style-type: none"> Can use adjectives to describe nouns Can use nouns to modify or describe other nouns Can use the verbs <i>be</i> and <i>have</i> in the simple present with adjectives 	Conversation Transcript: What Does She Look Like? <ul style="list-style-type: none"> Can identify key details in a simple conversation describing a person in a class
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15 Comparative Adjectives Page 164 THEME Entertainment	<ul style="list-style-type: none"> Can form comparatives with short and long regular adjectives Can form comparatives with irregular adjectives like <i>good</i>, <i>bad</i>, and <i>fun</i> Can use <i>which</i> to ask about a comparison of things or places, and <i>who</i> to ask about a comparison of people 	Conversation Transcript: That's More Fun <ul style="list-style-type: none"> Can complete sentences that compare different people and things, based on information in a simple conversation about a party
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16 Present Progressive: Statements Page 178 THEME Friends from Long Ago	<ul style="list-style-type: none"> Can use the present progressive to refer to events that are happening now Can make affirmative and negative statements in the present progressive 	Email: A Friend From Long Ago <ul style="list-style-type: none"> Can identify key information in an informal email
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17 Present Progressive: Yes/No Questions Page 189 THEME Are You Babysitting?	<ul style="list-style-type: none"> Can ask and answer <i>yes/no</i> questions in the present progressive 	Conversation Transcript: A Night Out <ul style="list-style-type: none"> Can answer questions regarding a simple conversation about people's activities on the night of a couple's anniversary
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PART 6 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation with a relative ■ Can identify important details about the frequency of people's habits in a slow-paced conversation	■ Can ask and answer questions about personal habits ■ Can describe how often people participate in common activities and routines	■ Can write a short email about everyday activities, using a model for support	eat fast food get up early go to bed sleep late stay up late take a shower
A conversation at a party ■ Can describe a person's physical characteristics and habits after listening to a short, slow-paced conversation	■ Can describe family members or friends ■ Can describe the physical characteristics of a person in a drawing or photo	■ Can write short descriptions of a classmate and a friend, using a model for support	average height average weight blond hair dark hair heavy long hair short hair tall thin
A conversation about a college student's activities ■ Can identify key details in a simple conversation about a college student's activities and preferences	■ Can ask and answer questions that compare people, places, or things ■ Can participate in a discussion to plan a party, comparing different options	■ Can write a short paragraph about a favorite form of entertainment, using a model for support	barbecue (n) rap music video games
A conversation about a photo ■ Can identify main ideas in a slow-paced conversation about people in a photo	■ Can exchange simple information about everyday activities, using visual prompts	■ Can write a simple conversation describing what people in photos are doing, using a model for support	look at look for lose wait for win
A phone conversation between a brother and a sister ■ Can follow a slow-paced conversation about what people are doing	■ Can ask and answer simple questions about what people are doing in the classroom and in pictures	■ Can write a simple conversation that includes questions about what people are doing, using a model for support	babysit clean do laundry get a haircut

UNIT	GRAMMAR	READING
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▼ PART 6 CONTINUED

18 Present Progressive: Wh- Questions Page 199 THEME Getting Around	<ul style="list-style-type: none"> Can ask and answer <i>wh</i>-questions in the present progressive 	Conversation Transcript: Nick's Travels <ul style="list-style-type: none"> Can answer questions about a simple conversation between two brothers about what they are doing
19 Can and Can't Page 210 THEME Abilities	<ul style="list-style-type: none"> Can use <i>can</i> to refer to ability and possibility in the present Can make affirmative and negative statements with <i>can</i> and <i>can't</i> Can ask and answer <i>yes/no</i> and <i>wh</i>-questions with <i>can</i> <p>PRONUNCIATION Stress on <i>Can</i> and <i>Can't</i></p>	Conversation Transcript: Help with Spanish <ul style="list-style-type: none"> Can identify key information in a short conversation about abilities

20 Possessive Nouns: This, That, These, and Those Page 224 THEME Clothing	<ul style="list-style-type: none"> Can use possessive nouns to show belonging Can use <i>this</i>, <i>that</i>, <i>these</i>, and <i>those</i> as pronouns or adjectives <p>PRONUNCIATION Possessive Noun Endings</p>	Conversation Transcript: Meet the Parents <ul style="list-style-type: none"> Can complete a paragraph regarding a simple conversation about getting dressed for an important dinner
21 Count and Non-Count Nouns; Some and Any Page 235 THEME Food	<ul style="list-style-type: none"> Can use singular and plural count and non-count nouns Can use <i>a/an</i> with singular count nouns Can use <i>some</i>, <i>any</i>, and other quantifiers with count and non-count nouns <p>PRONUNCIATION Plural Noun Endings</p>	Interview Transcript: A Healthy Meal? <ul style="list-style-type: none"> Can extract key information from a short interview on eating habits
22 A, An, and The; One and Ones Page 247 THEME Shopping	<ul style="list-style-type: none"> Can use the indefinite articles <i>a</i> and <i>an</i> to talk about a person or thing for the first time, or when it is not clear which person or thing is being referred to Can use the definite article <i>the</i> to refer to a specific person or thing Can use <i>one</i> to replace a singular noun and <i>ones</i> to replace a plural noun <p>PRONUNCIATION <i>A</i> and <i>An</i> Before Singular Count Nouns</p>	Magazine Article: Online or at a Store? <ul style="list-style-type: none"> Can identify true and false statements about a short article that compares shopping online to shopping at a store

PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCA BULARY
<p>A phone conversation between two brothers</p> <ul style="list-style-type: none"> Can answer questions about key details in a slow-paced conversation about what people are doing 	<ul style="list-style-type: none"> Can ask and answer questions about a trip Can participate in a discussion about people in photos from around the world and what they are doing 	<ul style="list-style-type: none"> Can write a simple conversation between two people meeting at an airport, using a model for support 	<p>fly</p> <p>ride a bike</p> <p>take the subway</p> <p>take the metro</p> <p>take a train</p>
<p>A conversation about academic abilities</p> <ul style="list-style-type: none"> Can identify people's abilities after listening to a short, slow-paced conversation 	<ul style="list-style-type: none"> Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> Can ask and answer questions with <i>can</i> about abilities 	<ul style="list-style-type: none"> Can write a short paragraph about the abilities of someone one knows, using a model for support 	<p>dance</p> <p>give a presentation</p> <p>play an instrument</p> <p>play the guitar</p> <p>play the piano</p> <p>sing</p>
<p>A conversation about a dinner</p> <ul style="list-style-type: none"> Can identify main ideas and key details in a short, slow-paced conversation about a dinner 	<ul style="list-style-type: none"> Can describe what others are wearing, using a limited range of expressions Can identify owners of various items, using possessive nouns 	<ul style="list-style-type: none"> Can write short descriptions of people and their clothes, using a model for support 	<p>dress (n)</p> <p>earrings</p> <p>handbag</p> <p>high heels</p> <p>jeans</p> <p>ring</p> <p>shoes</p> <p>sneakers</p> <p>sports jacket</p> <p>suit (n)</p> <p>sweatshirt</p> <p>tie (n)</p> <p>T-shirt</p>
<p>A conversation in a restaurant</p> <ul style="list-style-type: none"> Can correct false statements regarding a short conversation between a restaurant server and two customers 	<ul style="list-style-type: none"> Can ask and answer basic questions about foods people like and dislike Can role-play a conversation about ordering food in a restaurant 	<ul style="list-style-type: none"> Can write a short paragraph about one's favorite meal, using a model for support 	<p>breakfast</p> <p>cereal</p> <p>coffee</p> <p>dinner</p> <p>eggs</p> <p>fruit</p> <p>juice</p> <p>lunch</p> <p>milk</p> <p>pasta</p> <p>rice</p> <p>salad</p> <p>sandwich</p> <p>soup</p> <p>steak</p> <p>tea</p> <p>roast</p> <p>vegetables</p> <p>yogurt</p>
<p>A conversation about shopping</p> <ul style="list-style-type: none"> Can identify key details in a short, slow-paced conversation about shopping 	<ul style="list-style-type: none"> Can describe shopping habits and preferences, using simple expressions Can describe people, places, or things with the aid of visual prompts 	<ul style="list-style-type: none"> Can write a short conversation about buying something, using a model for support 	<p>order online</p> <p>pay for</p> <p>return</p> <p>try on</p>

UNIT	GRAMMAR	READING
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▼ PART 7 CONTINUED

23 Subject and Object Pronouns Page 259 THEME Gifts and Favors	<ul style="list-style-type: none"> Can use subject and object pronouns 	Conversation Transcript: <i>An Appropriate Gift</i> <ul style="list-style-type: none"> Can identify true and false statements regarding a short conversation about an appropriate gift to buy for someone
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24 Simple Past Statements: Regular Verbs Page 272 THEME Success Stories	<ul style="list-style-type: none"> Can use the simple past to talk about past events Can make affirmative and negative statements in the simple past using common regular verbs Can use past time expressions PRONUNCIATION Simple Past Verb Endings	Magazine Article: <i>Brian Scudamore: The Business of Junk</i> <ul style="list-style-type: none"> Can identify true and false statements in a short article about a businessman
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25 Simple Past: Irregular Verbs; Yes/No Questions Page 283 THEME Helping Others	<ul style="list-style-type: none"> Can make simple past statements using common regular and irregular verbs Can ask and answer <i>yes/no</i> questions in the simple past PRONUNCIATION Simple Past Questions with <i>Did</i>	Online Article: <i>Who Is Lupita Nyong'o?</i> <ul style="list-style-type: none"> Can complete sentences regarding a short article about a celebrity
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26 Simple Past: Wh- Questions Page 296 THEME An Accident	<ul style="list-style-type: none"> Can ask and answers <i>wh-</i> questions in the simple past 	Conversation Transcript: <i>Rob's Accident</i> <ul style="list-style-type: none"> Can answer questions regarding simple conversations about an accident
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27 How many and How much; Quantity Expressions Page 310 THEME A Trip	<ul style="list-style-type: none"> Can use <i>how many</i> and <i>how much</i> to ask for information about the quantity of something Can use the quantity expressions <i>a lot of, a few, a little, not many, and not much</i> to answer questions with <i>how much</i> and <i>how many</i> 	Conversation Transcript: <i>A Great Trip</i> <ul style="list-style-type: none"> Can identify specific quantities and numbers in a short conversation about a trip
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28 There is, There are, There was, and There were Page 322 THEME Nature	<ul style="list-style-type: none"> Can use <i>there + simple present and past forms of be</i> to state facts about people and things Can ask and answer <i>yes/no</i> questions with <i>there + be</i> PRONUNCIATION <i>There are</i> and <i>They're</i>	Online Article: <i>Can We Protect Nature?</i> <ul style="list-style-type: none"> Can identify true and false statements regarding a short article about protecting nature
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LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about gifts ■ Can identify the recipients of certain gifts based on the information in a short conversation	■ Can discuss gifts and gift-giving ■ Can role-play a conversation asking for a favor	■ Can write a short paragraph about a good gift for a friend or family member, using a model for support	box of chocolates flowers gift card tickets
A report about a successful business ■ Can identify true and false statements regarding a short report about a shoe business	■ Can discuss events from one's past ■ Can give a short presentation about the life of a successful person	■ Can write a short paragraph about achievements of a successful businessperson, using a timeline and a model for support	graduate hire move
An interview with an exchange student ■ Can identify key details from a short interview with an exchange student from Japan	■ Can discuss and conduct Internet research on past events in the lives of famous people ■ Can conduct a simple survey about past activities and present the findings	■ Can write a short paragraph about a famous person, using a model for support	act protect take care of
A telephone conversation ■ Can answer questions about details in a simple conversation about an accident	■ Can participate in a conversation about accidents ■ Can ask and answer questions to fill in missing information in an article about an accident	■ Can write a short conversation about recent past events, using a model for support	broken headlight bumper car accident dent (n) headlight scratch (n) tire
A news broadcast ■ Can identify true and false statements regarding a short news broadcast about a travel writer	■ Can participate in a conversation about traveling and everyday activities ■ Can discuss answers to a quiz about a travel destination	■ Can write a short conversation about a past trip, using a model for support	animal flight island plant
A conversation with a national park ranger ■ Can identify specific details in a short conversation between a park ranger and tourists	■ Can discuss answers to a quiz about places in nature ■ Can prepare and deliver a short presentation about one's favorite place in nature	■ Can write a short descriptive paragraph about a place in nature, using a model for support	desert rain forest volcano waterfall

PART **10**
Future with
Be going to

UNIT	GRAMMAR	READING
29 Future with <i>Be going to</i>: Statements Page 338 THEME Sports	<ul style="list-style-type: none"> Can use <i>be going to</i> to talk about the future Can make affirmative and negative statements with <i>be going to</i> Can use future time expressions, such as <i>in</i> + period of time, with <i>be going to</i> PRONUNCIATION <i>Going to</i> and <i>Gonna</i>	Magazine Article: <i>Future Changes in the Sports World</i> <ul style="list-style-type: none"> Can identify true and false statements regarding a short article about the future of sports
30 Future with <i>Be going to</i>: Questions Page 349 THEME Career Plans and Goals	<ul style="list-style-type: none"> Can ask and answer <i>yes/no</i> and <i>wh-</i> questions with <i>be going to</i> 	Conversation Transcript: <i>A Job Offer</i> <ul style="list-style-type: none"> Can identify true and false statements regarding a short conversation about a new job

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation at a soccer game</p> <ul style="list-style-type: none"> ■ Can identify true and false statements about a soccer game based on a short conversation between two people at the game 	<ul style="list-style-type: none"> ■ Can conduct a survey about sports and their popularity ■ Can participate in a discussion about sports and the future of sports 	<ul style="list-style-type: none"> ■ Can write a short paragraph about an event one is going to attend or watch in the future, using a model for support 	<p>baseball basketball football soccer</p>
<p>Phone conversations about good news</p> <ul style="list-style-type: none"> ■ Can answer questions regarding short conversations about good news at work and at home 	<ul style="list-style-type: none"> ■ Can participate in a conversation about future plans ■ Can speculate about what people are going to do with the aid of visual prompts 	<ul style="list-style-type: none"> ■ Can write a short email asking questions about future plans, using a model for support 	<p>a business trip a promotion the news</p>

Imperatives and the Simple Present

UNIT

9

Imperatives

GIVING DIRECTIONS

UNIT

10

Simple Present: Statements

LIKES AND DISLIKES

UNIT

11

Simple Present: *Yes/No* Questions

FRIENDS

UNIT

12

Simple Present: *Wh-* Questions

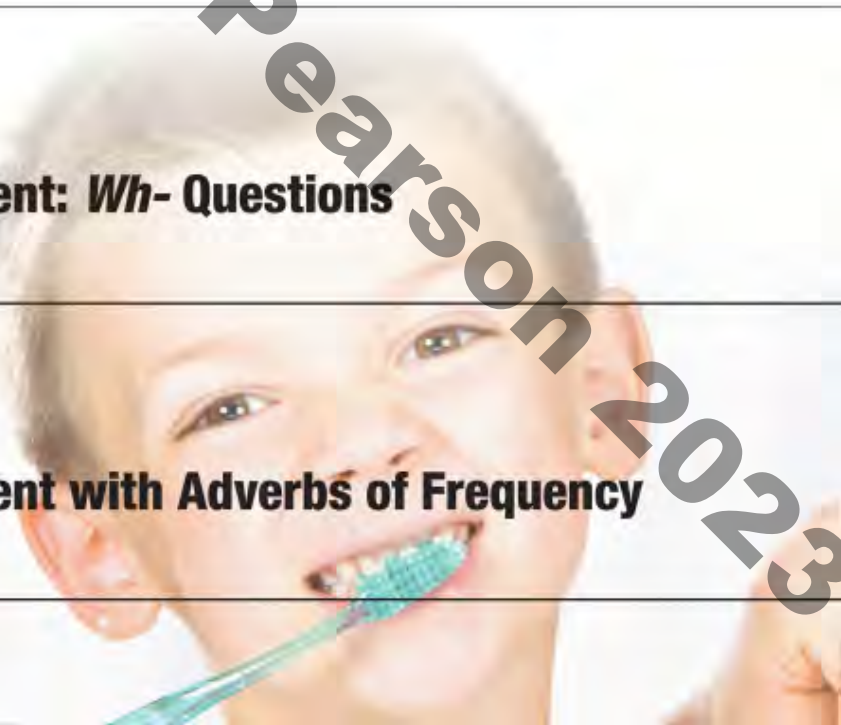
CELEBRATIONS

UNIT

13

Simple Present with Adverbs of Frequency

HABITS



OUTCOMES

- Use the imperative to give directions, instructions, requests, and suggestions
- Draw a route on a map using information from a reading
- Give directions using information from a conversation
- Make requests
- Give directions to places on a map
- Write directions on how to get to a place

OUTCOMES

- Make simple present statements
- Identify true and false sentences about a reading
- Complete sentences about a conversation
- Talk about likes and dislikes
- Write a paragraph about a classmate

OUTCOMES

- Ask and answer simple present *yes/no* questions
- Answer questions about a questionnaire
- Answer questions about a conversation
- Ask and answer questions about activities, likes, and dislikes
- Write a conversation about a person

OUTCOMES

- Ask and answer simple present *wh-* questions
- Identify true and false sentences about a reading
- Answer questions about a conversation
- Ask and answer questions about holidays
- Ask and answer questions about the meaning of words
- Write a conversation about a celebration

OUTCOMES

- Use adverbs of frequency to talk about how often something happens
- Complete sentences about a reading
- Complete sentences about a conversation
- Talk about good and bad habits
- Write an email to a friend about what you do every day

UNIT 9

Imperatives GIVING DIRECTIONS

OUTCOMES

- Use the imperative to give directions, instructions, requests, and suggestions
- Draw a route on a map using information from a reading
- Give directions using information from a conversation
- Make requests
- Give directions to places on a map
- Write directions on how to get to a place

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

- A** Study the words. Then complete the directions to the zoo.



drive



walk



take the bus



park



turn
left

turn
right

Directions by Car

1. _____ to Exit 10 on Route 4.
2. _____ right on Elm Street.
3. _____ your car at the
zoo entrance.

Directions by Bus

1. _____ the number 4 bus to the
zoo. Get off at Elm Street.
2. _____ to the zoo entrance.

- B** Work with a partner. Compare your answers in A.

READ

- 09/01** Read this conversation.

Don't Park Here

MARK: Is the restaurant near here? I'm hungry.

STEVE: Yes, it is.

MARK: Is it good?

STEVE: **Don't worry.** It's very good. It's Indian food.

MARK: Great! I love Indian food.

STEVE: Now **drive** to the corner and **turn** left at Jackson Street.

MARK: At the gas station?

STEVE: Yes. Then **go** two blocks on Jackson.

MARK: Got it.¹

STEVE: OK. **Turn** right at the next corner.

MARK: At Third Avenue?

STEVE: Yes. The restaurant is on the corner on your right.

MARK: Is that it?

STEVE: Yes, it is. **Don't park** here. It's a bus stop. **Park** behind the truck.

MARK: OK. Please **hand** me² my jacket. . . Uh, wait a second. . . Steve? The restaurant is empty.

STEVE: Really? It's usually packed.³

MARK: Is that a sign on the door?

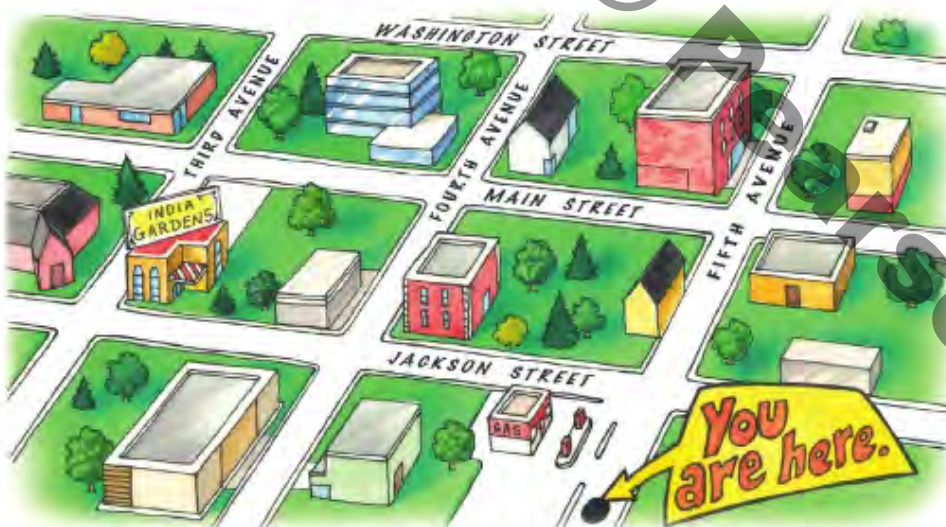
STEVE: Uh-huh. . . Closed for vacation.

- 1 got it: I understand
 2 hand me: give me
 3 packed: full of people



AFTER YOU READ

A COMPREHENSION Look at the conversation again. Then look at the map. Draw Mark's route. Draw an X at the restaurant.



B Work with a partner. Compare your answer in A.

Go to [MyEnglishLab](#) for more grammar in context practice.

STEP 2

GRAMMAR PRESENTATION

IMPERATIVES

Affirmative

Turn left.

Park here.

Negative

Don't turn right.

Don't park there.

GRAMMAR NOTES

1 Imperative

Use the imperative for **directions, instructions, requests, and suggestions.**

Use the **base form** of the verb for the imperative.

USAGE NOTE *Please* makes a request **more polite**.
Please comes at the beginning or the end of the sentence.

Turn left. (*direction*)

Answer the questions. (*instruction*)

Please **hand** me my jacket. (*request*)

Try this cake. (*suggestion*)

Open the door.

Please help me.

Help me, **please**.

2 Negative Form of the Imperative

Use **do not + the base form** for the negative.

Don't is the short form (contraction) of **do not**.

Do not park here.

Don't park here.

REFERENCE NOTE

For definitions of grammar terms, see the Glossary on page 375.

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-2 Read the sentences. Underline the negative imperatives. Then match the sentences.

- | | |
|---------------------------------------|---------------------------------------|
| <u>c</u> 1. <u>Don't walk.</u> | a. Walk. The restaurant is near here. |
| ___ 2. Don't park there. | b. Turn right. |
| ___ 3. Don't drive to the restaurant. | -c. Take the bus. |
| ___ 4. Don't turn left at the corner. | d. It's a bus stop. |
| ___ 5. Don't worry. | e. It's next to you. |
| ___ 6. Please hand me the dictionary. | f. You're not late. |

EXERCISE 2 AFFIRMATIVE AND NEGATIVE IMPERATIVES

GRAMMAR NOTES 1-2 Complete the conversations with the correct form of the imperative. Use the words in parentheses. Use contractions.

Conversation 1

AMANDA Is the restaurant far?

MARK: Yes, it is. Don't walk (1. not / walk) the bus. (2. take)

AMANDA OK. So, where's the closest bus stop?

MARK: (3. walk) to the corner. Then (4. turn) left. The bus stop is at the corner. But (5. not / take) the number 4 bus. (6. take) the number 7. (7. get) off at Oak Street. The number 7 stops right in front of the restaurant. The number 4 bus stops a few blocks away.

AMANDA OK. Thanks.

Conversation 2

STEVE: Where's the bookstore?

JESSICA It's on First Street. (8. drive) to Main Street. Then (9. turn) right on First. It's on the right side of the street.

STEVE: It's 6 o'clock. Is the bookstore still open?

JESSICA (10. not / worry). It's open until 9 p.m. today.

STEVE: Thanks.



04/02

B LISTEN AND CHECK Listen to the conversations and check your answers in A.

EXERCISE 3 IMPERATIVE FOR INSTRUCTIONS, REQUESTS, AND SUGGESTIONS

GRAMMAR NOTES 1-2 Look at the pictures. What are the people saying? Write the correct sentences from the box.

Close the window, please.
~~Please sit down.~~

Don't go in the deep water.
Please turn to page six.

Please don't smoke.
Try this cake.



1. Please sit down.



2. _____



3. _____



4. _____



5. _____



6. _____

EXERCISE 4 IMPERATIVE FOR INSTRUCTIONS

A GRAMMAR NOTES 1-2 Look at the sentence. Follow the instructions.

1. Underline the word *turn*.
2. Change the word *corner* to *stop sign*.
3. Change *Do not* to the contraction (short form).
4. Write the new sentence on the line.

Do not turn at the corner.

B Look at the sentence. Follow the instructions.

1. Add *please* to the sentence.
2. Change *do not* to the short form.
3. Change *driveway* to *garage*.
4. Write the new sentence on the line.

Do not park in the driveway.

EXERCISE 5 EDITING

GRAMMAR NOTES 1-2 There are six mistakes in the sentences. The first mistake is corrected. Find and correct five more.

1. Please ^{don't} ~~not to~~ open your book.
2. You no sit here. It's not your seat.
3. Turn please to page 3.
4. Completes the sentences.
5. No close the window. Keep it open.
6. Don't to park there. Park at the corner.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

09/03

A Listen to a conversation between a new student and an old student. Complete the statement. Choose from the words in the box.

cafeteria computer lab hall library main office student lounge

The new student asks for directions to the _____ and the _____.

09/03

B Listen again. Complete the sentences with directions to both places.

The First Place:

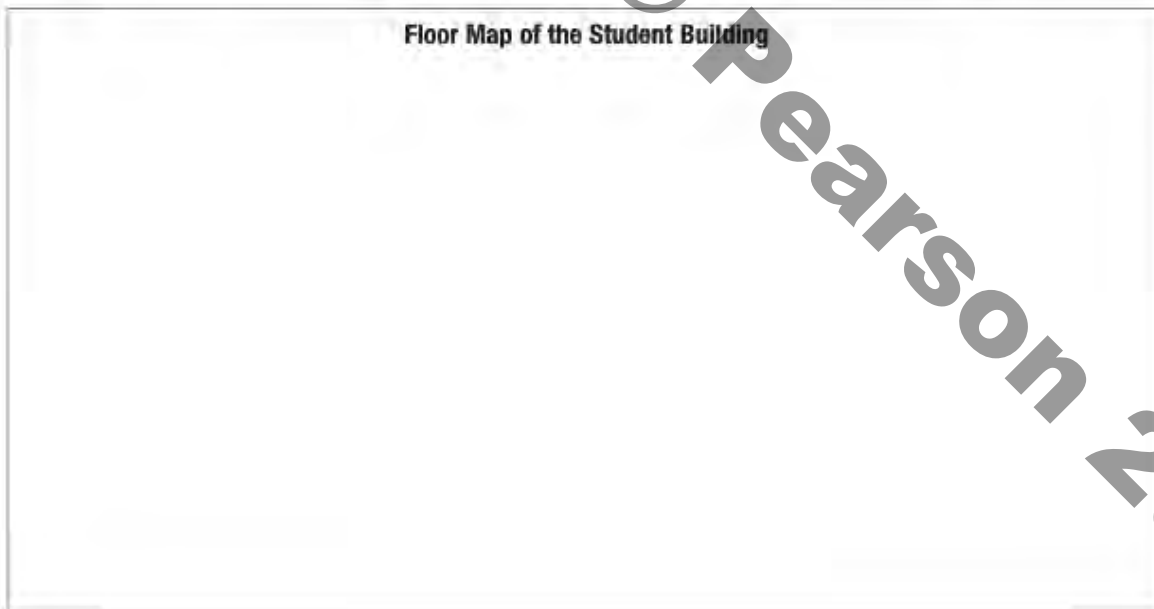
Walk _____ down the _____. Then _____ right. It's
1. _____ 2. _____ 3. _____
between the _____ and the _____.
4. _____ 5. _____

The Second Place:

It's on the _____ floor, too. Again, go down the hall. But _____
6. _____ 7. _____
turn right. Turn _____. It's across from the _____ lounge.
8. _____ 9. _____

C Work with a partner. Give directions to the first place in the listening. Your partner listens and draws a map. Then your partner gives directions to the second place. You draw a map.

Floor Map of the Student Building



EXERCISE 7 PLEASE OPEN THE DOOR

GAME Work in groups of four. Take turns. Student A, make a request. Use a verb from the box. Student B, say the negative and make a new request. Students C and D do the same. Then Student D starts with a new verb.

close	open
give me	turn
hand me	write

EXAMPLE: A: Please open the door.

B: Please don't open the door. Open the window.

C: Please don't open the window. Open the dictionary.

D: Please don't open the dictionary. Open the grammar book... Give me a notebook, please.

EXERCISE 8 WALK TWO BLOCKS ON...

GIVING DIRECTIONS Work with a partner. Take turns. Look at the map. Give directions to a park in downtown Seattle. Your partner listens and names the park.

EXAMPLE: A: You are at Union Street and Third Avenue. Walk two blocks on Third Avenue to Pine Street. Turn right. Then go one block. Where are you?


B: I'm at Westlake Park.

A: Right.



FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Read directions to a Thai restaurant from a school. Underline the imperatives. Then think of a place near your school. Complete the chart with directions on how to get there from your school.



Hi Everyone,

I hope you can join me at Thai Gardens tomorrow at 1 p.m.

Take the number 4 train at 14th Street to 4th Street. Get off at 4th Street, and walk east for two blocks. Thai Gardens is on 4th Street between 1st and 2nd Avenues.

The food is delicious at Thai Gardens. Hope to see you there!

Directions to Thai Gardens	Directions to your place
<ul style="list-style-type: none"> Take #4 train at 14th Street Get off at 4th Street Walk east 2 blocks 	

B WRITE Invite your classmates to meet you somewhere. Give directions. Use the imperative. Use the email in A and your chart to help you.

C CHECK YOUR WORK Read your invitation in B. Underline the imperatives. Then use the Editing Checklist to check your work.

Editing Checklist

Did you...?

- ☐ use the base form of the verb for imperative statements
- ☐ use *don't* + the base form of the verb for negative imperative statements
- ☐ check your spelling

D REVISE YOUR WORK Read your invitation again. Can you improve your writing? Make changes if necessary.

UNIT 9 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Use the correct forms of the words in the box.

not / eat not / open not / worry turn walk

1. Please _____ the window. It's cold.
2. _____ to the corner. Then turn left.
3. _____ those cookies. They're terrible.
4. _____, We aren't late.
5. _____ left at the next corner.

B Look at the sentence. Follow the instructions.

1. Add *please* to the sentence.
2. Underline the word *start*.
3. Change *do not* to the short form.
4. Change the number *9* to *10*.
5. Write the new sentence on the line.

Do not start Unit 9.

C Correct the sentences. There are five mistakes.

1. Please to stop at the corner.
2. You not turn left.
3. Turns right, please.
4. Don't please park here.
5. Don't takes the bus.

Now check your answers on page 380.

Go to [MyEnglishLab](#) to complete the review online.