

OXFORD

FOURTH EDITION



2



SKILLS FOR SUCCESS

Reading and Writing

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Student Book

with Digital Pack

COMMUNICATIONS AND MEDIA

READING: Identifying the main idea of a paragraph

VOCABULARY: word families

WRITING: connecting sentences

GRAMMAR: the imperative

GLOBAL SKILLS

CRITICAL THINKING: putting ideas in order

CREATIVITY: using design effectively

Unit Question

Can you believe what you read online?

A Discuss these questions with your classmates.

1. Look at the photo. How is the person feeling? What do you think happened?
2. Have you ever had a problem online? What happened?



1.01

B Listen to *The Q Classroom* online. Then answer these questions.

1. According to Sophy, why might there be some untrue things on the Internet?
2. Do you think getting information online can be a problem? Why or why not?

iQ Online

Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.

Reading

READING 1

Staying Safe Online

OBJECTIVE →

You are going to read an online article about how to stay safe online. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

- A VOCABULARY** Here are some words from Reading 1. Read their definitions. Then complete each sentence.

account (n.)  **OPAL** an arrangement that lets a person use the Internet, send email, post on social media, etc.

careful (adj.)  thinking about what you are doing so that you do not have an accident or make mistakes

click (v.)  to press one of the buttons on a computer mouse

download (v.)  to get a copy of information on your computer, usually using the Internet

identity (n.)  **OPAL** who or what a person or thing is

password (n.) a secret word that you need in order to use a computer system

pretend (v.)  to try to make someone believe something that is not true

safe (adj.)  not in danger; not hurt

1. Be _____ when you share information about yourself online.
2. Don't tell anyone what your _____ is.
3. It's not a good idea to _____ to be someone else online.
4. Make sure to use only _____ websites when shopping online.
5. Protect your _____ by not giving too much personal information on the Internet.
6. Don't _____ on unknown web links; they can cause problems.
7. You should only _____ computer programs from sites that you know.
8. I forgot the username for my _____.

- B PREVIEW** Read the title and look at the photos. What do you think the article will say about staying safe online?

- C QUICK WRITE** What are some problems that people have online? Write three sentences. Include at least one example.

I know someone who didn't use a safe password. Someone took her identity.



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Unit 1 Vocabulary
Practice 1
Pronunciation 1

WORK WITH THE READING



1.02

A

INVESTIGATE Read the article and gather information about staying safe online.

STAYING SAFE ONLINE



1 The Internet is full of useful information. But it can also cause us problems if we aren't careful.

2 A lot of people have been fooled¹ on the Internet, including Nora. Recently, she decided it was time to order a new handbag. When she saw one that she liked from Louis Vuitton, she went online and found a website that was selling it for a very low price. She entered her name, her address, and her credit card number. Then she waited for her handbag to arrive, but it never came. Like many others, Nora was attracted to a price that was too low to be real. She paid for something that she never received.

3 Another problem is clicking on a link that looks OK but isn't. That is what happened to Ahmed. While he was looking online, he found an interesting website about cars. But when he clicked on one of the links², a computer virus—a bad software program³—was **downloaded** onto his computer. This kind of program is called **malware**⁴. The program made his computer slow down. Sometimes his computer stopped working and he couldn't use some of the programs. The virus also sent him to strange websites when he went online.

4 **Identity** theft can also be an issue, as Maria found out. She received an email message that said it was from the Department of Education. The message said she needed to go online to change her contact information⁵. She clicked on the website and entered some information.

¹ **fool** (v.): to make someone believe something that isn't true

² **link** (n.): word or words on a computer that take you to another place when you click on them

³ **software program** (n. phr.): a set of instructions that controls a computer

⁴ **malware** (n.): software such as a virus designed to damage or gain access to a computer system without the user knowing

⁵ **contact information** (n. phr.): the information (such as your telephone number, address, or email address) that tells someone how to communicate with you

However, the website was not really from the Department of Education. Thieves used Maria's information to steal her identity and **pretended** to be Maria. They used her personal information to open new bank accounts in her name and buy things using her money.

5 Nora, Ahmed, and Maria all had problems staying **safe** online, but there are ways to keep yourself safe on the Internet. Here are a few good ideas:

- First, when you are buying something online, check to make sure that you are on the right website. Look closely at the web address. Is the name of the company spelled correctly?
- Second, be **careful** about clicking on links. Be very careful if the link comes to you in an email. Do you know the sender? Again, look carefully at the web address before clicking. Does the address have any spelling errors? Will it take you to the address that it says it will?
- Third, be careful about sharing your personal information online. Other people can use your personal information to try to use your identity. Only give personal information if you are sure that the website is OK.
- Next, make sure you have a strong program on your computer to protect it against viruses and malware.
- When you are shopping online, use strong **passwords** for all your online **accounts**. Don't use easy words or your name. A strong password should have at least eight letters and also include numbers and symbols. It is best not to use the same password for all your accounts. That way, if someone finds one of your passwords, they'll only be able to use it on that one account, and they won't be able to get into any other accounts.

6 Finally, remember, if it seems too good to be true, it probably is. Do you really believe that someone is going to give you a lot of money or sell you something expensive at a very low price? So be careful! Think before you click!

B IDENTIFY Match each person with the problem they had online.

- | | |
|--------------|--|
| 1. ___ Maria | a. had identity stolen |
| 2. ___ Nora | b. downloaded malware |
| 3. ___ Ahmed | c. paid but didn't receive the product |

C IDENTIFY Write the correct paragraph number next to each idea from the article. Then underline the sentence(s) where you found the information.

- a. ___ Another person can pretend to be you online.
- b. ___ Even though the Internet has problems, you can protect yourself.
- c. ___ You can find many useful things online.
- d. ___ Many people have believed the wrong thing online.
- e. ___ You shouldn't believe offers that seem too good.
- f. ___ Malware can cause problems for your computer.

D EXPLAIN Answer the questions. Then circle the information in the article.

- 1. Why did Nora decide to buy her handbag from that website?
 - a. It was not expensive.
 - b. She was in a hurry.
- 2. How did Ahmed download a computer virus?
 - a. His computer slowed down.
 - b. He clicked on a link.
- 3. What happened after Maria's identity was stolen?
 - a. Someone spent her money.
 - b. She gave some information.
- 4. How can you be careful when shopping online?
 - a. Look for low prices.
 - b. Make sure you are on the company's real website.
- 5. How did Ahmed know that he had malware on his computer?
 - a. His computer stopped working.
 - b. He clicked on a link.

iQ Online

Unit 1 Reading
Reading Comprehension

GLOBAL SKILLS

DIGITAL LITERACIES

When online be careful to keep your personal information private—share your contact information and personal details as little as possible.

E EXPLAIN Complete each statement. What happened to each person?

- 1. Nora thought she was buying a handbag for a good price, but _____.
- 2. Ahmed got malware downloaded onto his computer because he _____.
- 3. Maria had her identity stolen because she _____.



WRITE WHAT YOU THINK

F COMPOSE Discuss these questions in a group or with a partner. Then choose one of the questions and write a response.

1. What are some good ways to stay safe online?
2. Have you ever had a problem like one of the people in the text? What happened?

READING SKILL IDENTIFYING THE MAIN IDEA OF A PARAGRAPH

A **paragraph** is a group of sentences about one topic. The main idea of a paragraph is the most important point about the topic. You can often find the main idea in the first or second sentence of a paragraph. This is the topic sentence. The other sentences help explain or support the main idea. Identifying the main idea of a paragraph will help you to understand and remember what you read.

A IDENTIFY Read the paragraphs. Then circle the main ideas.

1. Experts often influence our actions and purchases. For example, a doctor on a TV health show may recommend a medication. Because the doctor is an expert in health care, we expect her to be very knowledgeable about what medicines are best. We are more likely to follow her advice.
2. Other people also influence what we buy. When a consumer uses a product, we listen to their opinion. On the Internet, consumers can write their opinions about products. For example, on some travel websites, people write reviews of hotels and restaurants. Online bookstores share reviews from readers. These websites are very popular, and they show that people are interested in consumers' opinions.



B IDENTIFY Read the questions. Look back at Reading 1 on page 5. Circle the correct answer for each question. Then write the key sentence from Reading 1 that helped you find the answer. Discuss your answers with a partner.

1. What is the main idea of paragraph 3?
 - a. Ahmed's computer slowed down.
 - b. Ahmed found an interesting website.
 - c. A computer virus was downloaded onto his computer.

Key sentence: _____

2. What is the main idea of paragraph 4?
 - a. Maria received an email message.
 - b. Someone stole Maria's identity.
 - c. Maria had a problem.

Key sentence: _____

3. What is the main idea of paragraph 6?
 - a. You can stay safe online.
 - b. Check the web address when shopping online.
 - c. Don't share personal information online.

Key sentence: _____

4. What is the main idea of paragraph 6?
 - a. Nobody is going to give you a lot of money.
 - b. You should be careful online.
 - c. Some things are too good to be true.

Key sentence: _____

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Unit 1 Reading
Reading Skill Video
Reading Skill



Recognizing Misinformation in the Media

OBJECTIVE →

You are going to read an article about misinformation in the media. Use the article to gather information and ideas for your Unit Assignment.

iQ Online

Unit 1 Vocabulary
Practice 2
Pronunciation 2

PREVIEW THE READING

A VOCABULARY Here are some words from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each underlined word.

attention (n.) 🔗 looking or listening carefully and with interest

check (v.) 🔗 to look to see that something is right, good, or safe

fake (adj.) something that seems real but is not

headline (n.) 🔗 the words written in big letters at the top of a news story

information (n.) 🔗 OPAL facts about people or things

recognize (v.) 🔗 OPAL to know again someone or something that you have seen or heard before

reliable (adj.) 🔗 OPAL that you can trust

social media (n.) places on the Internet where you can communicate with others who share your interests

spread (v.) OPAL to make something reach a larger area or a bigger group of people

true (adj.) 🔗 OPAL right or correct; agreeing with fact; that really happened

1. Pay attention to the teacher in class to learn new things.
a. listen to b. consideration
2. I always check my backpack before leaving for school to make sure I have everything I need.
a. think about b. look at something carefully
3. My aunt likes to post pictures of her travels on social media.
a. a place to share things on the Internet b. posters
4. It is true that the sun rises in the east.
a. right and correct b. not right or correct
5. Amal showed me a fake snake, but I was still afraid.
a. real b. pretend or not real
6. I can recognize my mom's voice from far away.
a. know b. remember
7. Illness can spread if we don't wash our hands.
a. change b. grow larger
8. The headline said, "Storm Damages Homes in City."
a. news b. title of the newspaper article
9. I asked my teacher for information about computers for my project.
a. places to learn b. facts or knowledge
10. My dad is a reliable person because he always does what he says he will do.
a. You can talk to him. b. You can trust him.

B PREVIEW What do you think the article will say? Check (✓) your answer.

- ☐ There is a lot of good and useful information on the Internet.
☐ You should be careful and not believe everything on the Internet.

C QUICK WRITE Have you ever read something online that wasn't true? How did you know? Write your responses before you read the article.

WORK WITH THE READING



A INVESTIGATE Read the article and gather information about how to recognize fake information.

Recognizing Misinformation

- 1 Do you believe everything you read? Of course not. But how do you know if what you read online is true? **Recognizing** misinformation in the media is important because not all the **information** we find on the Internet is **true**. When the information is false, it is known as “misinformation.” There are many ways that people hear or see misinformation.
- 2 One kind of misinformation tries to get your **attention** so that you will click on a link on a web page to read some information. Perhaps you have seen **headlines** like these: “This new habit will change your life!” or “You can become stronger in one month with this new exercise program!” or even “12 secrets they don’t want you to know!”
- 3 These headlines are made to attract your interest, but often when you do click on the link, you don’t find the information you were looking for. Instead, you go to other web pages that promise to tell you something even more interesting. Many of these new pages contain advertisements, and the web pages earn money from those ads¹. In fact, you may never find the information you needed, no matter how many links you click.
- 4 Another form of misinformation uses photos and videos. Websites may show a photo saying it is from one place when it is actually from another place. Similarly, individuals might change a picture of a famous person by showing them in different clothing or with a different person. It is even possible to create **fake** videos that make it appear as if someone is saying something they never actually said.
- 5 A third type of misinformation is known as “fake news.” Fake news is information that is not true, but it is presented in a way that is similar to real news. Sometimes people **spread** fake news on purpose² to try to change people’s opinions on a subject. It is important to learn to recognize when information is incorrect.

IN THE MEDIA

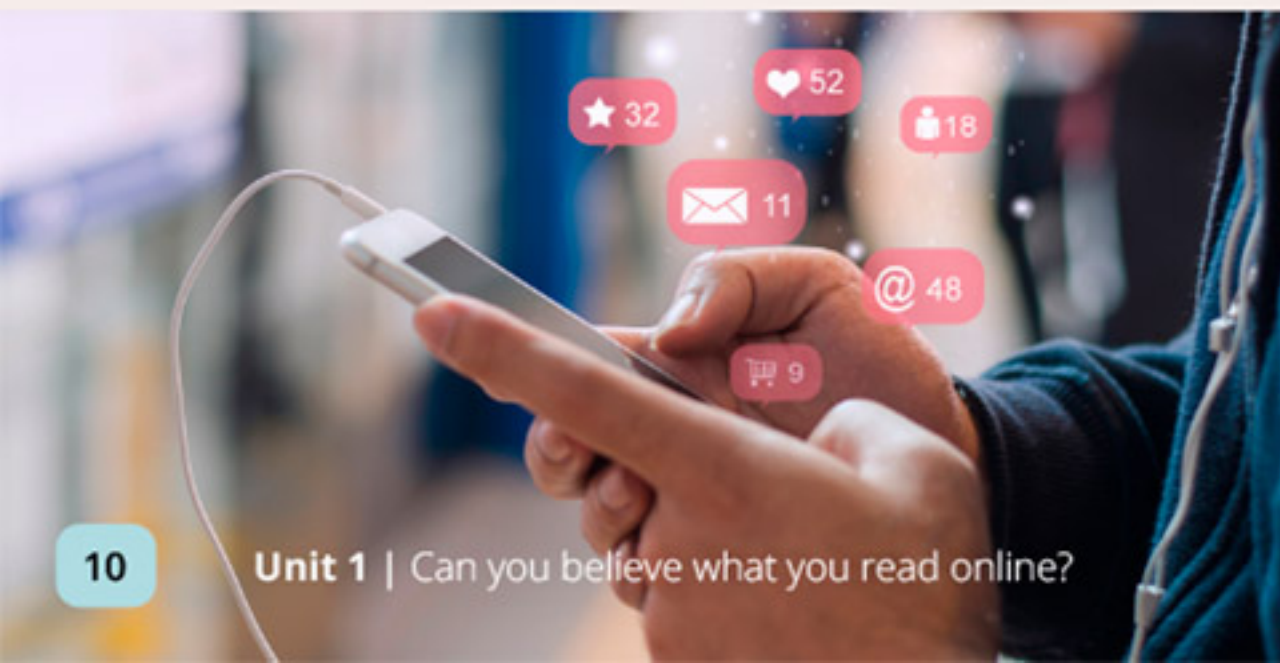


- 6 So, how can you know if something you read online is true? One way is to look at the source of the information. Is it from a **reliable** news source? Have you heard of this news organization before? Also, you can **check** the story by seeing if other news organizations are reporting³ the same information. If only one source is reporting it, there is a possibility that it may not be true.
- 7 One problem with misinformation is that **social media** platforms know what we like to see online. Social media uses this information to show us more stories that agree with what we believe. As a result, we may only see news stories on social media that agree with what we already think, so we don’t see information that gives different ways of looking at the world. This can make it difficult for us to identify misinformation if it confirms what we already believe. In addition, the Internet makes it easy to create and share information on social media without careful fact-checking. Therefore, we must always be careful about information shared on social media.
- 8 So, how can you stop the spread of misinformation? Fortunately, there are a few things we can do. Sometimes, fake news is shared because it gives people strong feelings, such as making them feel good or angry. These emotions can make people share the news without checking to see if it is true. So be careful about news that seems too good or too bad to be true. Developing critical thinking skills and asking questions can help us tell whether information is true or not. Before believing and sharing information, take the time to look at it yourself. By recognizing misinformation, we can get a better understanding of what is really happening in the world.

¹ **ad** (*n.*): short for advertisement—information that tries to make people buy something

² **on purpose** (*idm.*): not by accident; with a particular intention

³ **reporting** (*n.*): giving people information about something that has happened



B IDENTIFY Answer the questions about the article.

1. What is the main idea of the article?
 - a. Misinformation can be created using photos and videos.
 - b. There is a lot of misinformation online.
 - c. Social media shows us stories that we already like.
2. What is the main idea of paragraph 8?
 - a. Check to see if news is true before sharing.
 - b. Fake news can make people feel good or angry.
 - c. You can help stop the spread of misinformation.

GLOBAL SKILLS

CRITICAL THINKING

In academic writing, it is important to list the sources of your information and to be sure that the information is correct and accurate.

C EXPLAIN Answer the questions. Write the paragraph number where you found your answers. Then compare your answers with a partner.

1. What is "fake news?" Paragraph: ____

2. How are photos and videos used to create misinformation? Paragraph: ____

3. How does social media spread misinformation? Paragraph: ____

4. How can you help stop the sharing of misinformation? Paragraph: ____

5. Why do websites use unusual headlines? Paragraph: ____

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Putting ideas in order

Reading passages can be organized in different ways. Sometimes the most important ideas come first. We say that those passages are organized in order of importance. Many reading passages in English are organized in a linear sequence. That is, the ideas flow from one to the other in a regular order. Sometimes the sentences state the order clearly using signal words like *first*, *second*, *next*, *then*, or *finally*. Sometimes the passage does not use those words. When you are trying to remember a reading passage, put the ideas in order as you read. Use the signal words to help you.

Look at the signal words in these sentences.

- **First**, when you are buying something online, check to make sure that you are on the right website.
- **Second**, be careful about clicking on links.
- **Third**, be careful about sharing your personal information online.
- **Also** make sure you have a strong program on your computer to protect you from malware.
- **Other** problems are caused by computer viruses.
- **Finally**, you should learn to recognize misinformation.

D IDENTIFY Complete the paragraph with signal words.

Misinformation on the Internet is a big problem. Not all things you see online are true. ¹ _____, anyone can put things on the Internet, even if they're not true. ² _____, sometimes people don't know they're sharing wrong information, and this makes others believe them. Other times, false things are made on purpose to trick people. ³ _____, social media and websites might not check if things are true. ⁴ _____, we should be careful and check if something is true with good sources before believing it.

E APPLY Complete the paragraph with words from the box.

attention check	fake headlines	information reliable	social media spread
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There is a lot of ¹ _____ on the Internet. Sometimes websites have ² _____ that are designed to get your ³ _____. These are not always ⁴ _____. Another problem is that ⁵ _____ can sometimes ⁶ _____ misinformation. Because there is so much ⁷ _____ news online, you should always ⁸ _____ to see if the information is true before you share it.

F IDENTIFY According to the article, which of the following can be examples of misinformation? Check (✓) the boxes.

- ☐ checking to see if something is true
- ☐ headlines to attract attention
- ☐ being careful about websites
- ☐ "fake news"
- ☐ advertisements online
- ☐ photos and videos that are not what they seem to be
- ☐ recognizing when information is wrong



WRITE WHAT YOU THINK

G COMPOSE Discuss these questions in a group or with a partner. Then choose one of the questions and write a response.

- What helps you identify fake news? How do you check information to be sure it is true?
- Why do many people believe everything they read online?

Finding Facts Online

VIDEO GLOSSARY

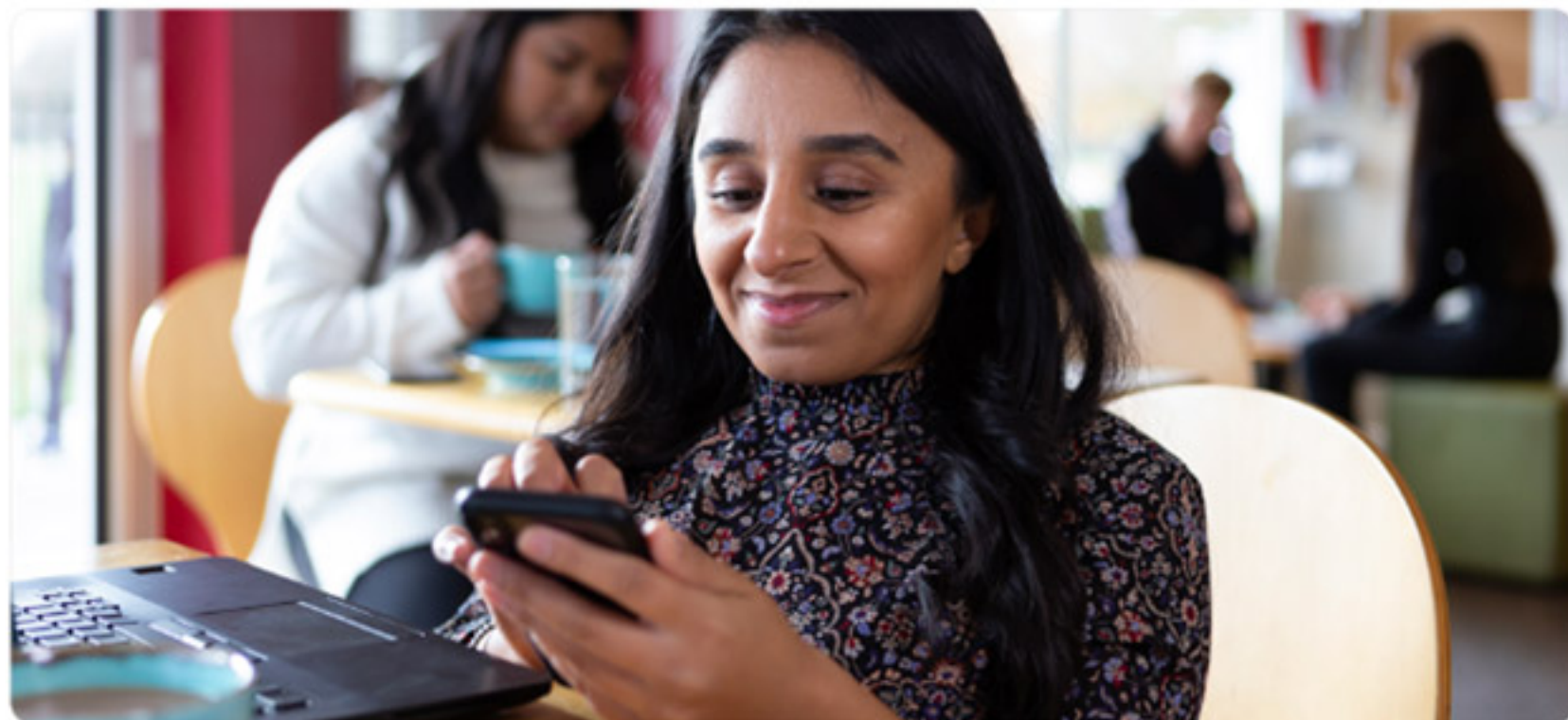
source (n.)
a place where something comes from

artificial intelligence (n.)
the way in which computers can copy the way humans think

narrow (v.)
to make a list of things smaller

evidence (n.)
the facts that make you believe something is true

- A PREVIEW** What are reliable sources of information online?
How do you know that you can trust a website?



Resources

Unit 1
Unit Video

- B IDENTIFY** Watch the unit video. Then choose the correct answer.
Unit 1

What is the purpose of the video?

- a. to talk about problems in online searches
- b. to explain how to get good information on the Internet
- c. to talk about government websites

- C APPLY** Watch the video again. Circle the correct answer to complete the sentences.
Unit 1

1. Instead of searching with a full sentence, it is better to use _____.
a. key words b. adjectives c. sources
2. For better results, try using _____.
a. new ideas b. different words c. more detail
3. If you get too much information, you can _____ your search.
a. trust b. organize c. narrow
4. Web addresses with .edu or .ac are _____.
a. news sites b. government sites c. university websites
5. To be sure information is accurate, it is a good idea to find the same information _____.
a. in a newspaper b. from more than one source c. from any news site
6. For a successful web search, you need to _____.
a. trust the information b. believe what you read c. keep trying



1. What do you think are the best sources of reliable information online?
2. Have you been successful in narrowing a search? What did you do?

VOCABULARY SKILL WORD FAMILIES

[His teacher had a strong **influence** on him. Parents **influence** their children.
noun verb

To help you determine if a word is a noun or a verb, remember that a noun is a person, place, or object, and a verb usually shows action.

choice / choose	discuss / discussion	inform / information
connect / connection	enjoy / enjoyment	thought / think
contribution / contribute	gift / give	

[illegible]



B IDENTIFY Read the sentences. Write *N* (noun) or *V* (verb) for each bold word.

1. ___ My brothers **study** in the kitchen every day.
2. ___ The **study** showed important changes in trends.
3. ___ Sameer wanted to **comment** on Laith's presentation.
4. ___ I saw the **comment** Bilal wrote on the website.
5. ___ My grandparents had an important **influence** on me.
6. ___ My friends often **influence** my book choices.
7. ___ Dr. Zahra's **research** on weather is very interesting.
8. ___ Tariq will **research** many colleges before making a decision.
9. ___ It is helpful to **review** your notes before a test.
10. ___ After I read the book **review**, I didn't want to read the book.

ACADEMIC LANGUAGE

Some word forms are more common than others in academic writing. For example, **research** and **review** are more common as nouns than verbs.

iQ Online

Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

C APPLY Complete each sentence with a noun or a verb from Activity B. For verbs, use the correct form of the simple present.

1. Daoud studies in the library at night.
2. Faisal usually _____ books for the college newspaper.
3. The weather has a strong _____ on farmers' fruits and vegetables.
4. Rihanna always _____ on my clothing.
5. Kareema _____ news stories for her job at a magazine.
6. Allen's _____ is about human behavior.
7. There are only a few _____ from my teacher on my essay.
8. TV ads often _____ our decisions about which products to buy.

Writing

OBJECTIVE →

At the end of this unit, you are going to make a poster to help people recognize misinformation or stay safe online. This poster will include specific information from the texts, the video, and your own ideas.

WRITING SKILL CONNECTING SENTENCES

You can connect two shorter sentences using *and*. Here are some other ways to connect sentences.

- Connect two sentences with *but* to give different information. Use a comma before *but*.

□ The first time is difficult, **but** it gets easier.

- Connect two sentences with *so* when the second sentence is the result of the first sentence. Use a comma before *so*.

□ Someone stole Amy's password. (situation) → She couldn't get into her account. (result)

□ Someone stole Amy's password, **so** she couldn't get into her account.

- Combine two sentences with *because*. *Because* gives the reason for a situation.

□ Mehmet can't text his friends. (situation) → His mother took his phone. (reason)

□ Mehmet can't text his friends **because** his mother took his phone.

□ **Because** his mother took his phone, Mehmet can't text his friends.

- Combine two sentences with *when*. There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of a sentence. When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

□ Abby and Sarah are happy. → They laugh.

□ **When** Abby and Sarah are happy, they laugh.

□ Abby and Sarah laugh **when** they are happy.

- Introduce a second idea that is different from the first with the words *but* or *however*. *However* is similar in meaning to the word *but*. *However* usually comes at the beginning of the second sentence. Use a comma after *However*.

□ There is a lot of information about staying safe on the Internet, **but** many people are still fooled.

□ There is a lot of information about staying safe on the Internet. **However**, many people are still fooled.

A IDENTIFY Match the connecting word to its use.

- | | |
|----------------|---|
| 1. ___ because | a. to give different information |
| 2. ___ so | b. to give the reason for a situation |
| 3. ___ however | c. when the second sentence is the result of the first sentence |
| 4. ___ when | d. to show a connection at a specific time |
| 5. ___ and | e. to introduce an idea that is different from the first one |
| 6. ___ but | f. to connect two sentences with similar ideas |

- B WRITING MODEL** Read the model paragraph. Circle the words that are used to connect two shorter sentences into one.

Carlos was in his office one afternoon when he received a call from his bank. They called him because they noticed that he bought a lot of new things online that morning. However, Carlos knew he didn't buy anything. He told the bank it wasn't him, so Carlos didn't have to pay and he changed his passwords. Someone stole Carlos's identity, but this time he was lucky.

- C APPLY** Circle the correct connecting conjunction to combine the sentences.

Fariba is interested in world news, ¹**so** / **however** she usually reads a lot of online newspapers. Now she always chooses a reliable source ²**and** / **because** she realized that a lot of the news stories you can read online are not always true. Fariba likes to read about the environment ³**because** / **and** stories about what is happening in different parts of the world ⁴**when** / **but** she has the time.

- D APPLY** Use the words in the box to connect the sentences.

because	but	However	so	when
---------	-----	---------	----	------

1. Omar thought he was safe online. _____, his identity was stolen.
2. Jim was sad _____ he heard the news.
3. Samara's computer was broken, _____ she took it to a repair shop.
4. Her computer wouldn't work _____ there was malware on it.
5. The shop fixed her computer quickly, _____ it broke again the next day.

WRITING TASK →

- E COMPOSE** Read the sentences. Use the connecting words to join the sentences to make a paragraph. Then discuss your answers with a partner.

1. Misinformation has been around for a long time. People have always shared information that isn't true.
2. Misinformation spreads. People can become upset.
3. Almost everyone has read or heard fake news at some point. It is everywhere.
4. People often believe what they read. They share the information.
5. Soon the misinformation spreads. Other people hear it and share it, too.
6. This can really get people in trouble. Many people continue to spread misinformation anyway.

iQ Online

Unit 1 Writing
Writing Skill Video
Writing Skill

Use the imperative to give instructions, advice, suggestions, and warnings or to tell another person what to do.

- Be careful! The Internet can be dangerous.
- Stay safe online.

To form the imperative, use the base form of the verb. The subject of the sentence is understood to be the pronoun *you*, but this word is not written or spoken. Use the imperative in the simple present tense.

- Do the dishes.
- Go to your room.
- Open the window.

The negative is *don't* + the base form of the verb.
(*don't* = *do not*)

- Don't click on that link.
- Don't wait for me.

Use the imperative with *please* to make polite requests.

- Please open your web browser.
- Please begin writing your essays.

Use the imperative with *let's* to make a suggestion.
(*let's* = *let us*)

- Let's go to the movies.
- Let's do our homework now.

The negative is *let's not* + the base form of the verb.

- Let's not take the bus.

A IDENTIFY Answer the questions about the imperative.

1. The imperative is used for which of the following purposes? Circle the correct answers.
 - a. To give advice or suggestions
 - b. To talk about events that happen every day
 - c. To give instructions about what to do
 - d. To describe things that happened in the past
 - e. To warn someone
2. Circle the examples of the imperative in this paragraph

This is how to prepare a cup of tea. First, heat the water on a stove or in a microwave. Be careful – the water may be very hot. Second, choose the kind of tea you want to drink. Maybe there is a kind of tea that you prefer. Third, pour the hot water over the tea. Wait for a few minutes. Now you have a nice cup of tea. Enjoy!

3. Change these imperative sentences to negative.
 - a. Go out in the sun.
Don't go out in the sun.
 - b. Please open the window.

 - c. Let's go to the park.

 - d. Stop thinking about tomorrow.

 - e. Let's go to Amal's house.
