The Sixth Edition of the best-selling Grammar in Context series inspires learners through compelling stories, National Geographic images, and content relevant to students’ lives. Students learn more, remember more, and use language more effectively when they learn grammar in context.

Grammar in Context, Sixth Edition features:

■ NEW National Geographic photographs introduce lesson themes and draw learners into the context.
■ NEW and UPDATED readings, many with National Geographic content, introduce the target grammar in context and provide the springboard for practice and personalization.
■ NEW listening exercises reinforce the grammar through natural spoken English.
■ NEW end-of-lesson activities help learners review and apply the target grammar to writing.
■ UPDATED Online Workbook provides additional practice of the target grammar.
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I am grateful to the team at National Geographic Learning/Cengage Learning for showing their faith in the *Grammar in Context* series by putting their best resources and talent into it. I would especially like to thank Laura Le Dréan for driving this series into an exciting, new direction. Her overall vision of this new edition has been a guiding light. I would also like to thank my development editor, Claudi Mimó, for managing the difficult day-to-day task of polishing and refining the manuscript toward its finished product. I would like to thank Dennis Hogan, Sherri Roehr, and John McHugh for their ongoing support of *Grammar in Context* through its many editions.

I wish to acknowledge the immigrants, refugees, and international students I have known, both as a teacher and as a volunteer with refugee agencies. These people have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.

This new edition is dedicated to the millions of displaced people in the world. The United States is the new home of many refugees, who survived unspeakable hardships in Burundi, Rwanda, Iraq, Sudan, Burma, Bhutan, and other countries. Their resiliency in starting a new life and learning a new language is a tribute to the human spirit.

—Sandra N. Elbaum

Heinle would like to thank the following people for their contributions:

Pamela Ardizzzone, Rhode Island College;
Dorothy S. Avondstondt, Miami Dade College—Wolfson Campus;
Patricia Bennett, Grossmont College;
Mariusz Bojarzuk, Bunker Hill Community College;
Rodney Beer, Glendale Community College;
Nancy Beuter, Golden West College;
Charles Brooks, Norwalk Community College;
Gabriela Cambiasso, Harold Washington College;
Julie Condon, St. Cloud State University;
Anne Damiecka, Lone Star College —CyFair;
Mohammed Debbagh, Virginia Commonwealth University;
Frank DeLeo, Broward College;
Jeffrey Dilts, Boston University Center for English Language and Orientation Programs;
Monique Dobbertin, Cleveland, Los Angeles Pierce College;
Lindsey Donigan, Fullerton College;
Jennifer J. Evans, University of Washington;
Norm Evans, Brigham Young University—Hawaii;
David Gillham, Moraine Valley Community College;
Martin Guerra, Mountain View College;
Eric Herrera, Universidad Técnica Nacional;
Cora Higgins, Bunker Hill Community College;
Barbara Inerfeld, Rutgers University;
Barbara Jonckheere, California State University, Long Beach;
Gursharan Kandola, University of Houston;
Roni Lebrauer, Saddleback College;
Dr. Miriam Moore, Lord Fairfax Community College;
Karen Newbrun Einstein, Santa Rosa Junior College;
Stephanie Ngom, Boston University Center for English Language and Orientation Programs;
Charl Norloff, International English Center, University of Colorado Boulder;
Gabriella Nuttall, Sacramento City College;
Fernanda Ortiz, University of Arizona;
Dilcia Perez, Los Angeles City College;
Stephen Peridore, College of Southern Nevada;
Tiffany Probasco, Bunker Hill Community College;
Natalia Schroeder, Long Beach City College;
Elizabeth Seabury, Bunker Hill Community College;
Maria Spelleri, State College of Florida, Manatee-Sarasota;
Susan Stern, Irvine Valley College;
Vincent Tran, University of Houston;
Karen Vlaskamp, Northern Virginia Community College—Annandale;
Christie Ward, Intensive English Language Program, Central Connecticut State University;
Colin Ward, Lone Star College—North Harris;
Laurie A. Weinberg, J. Sargeant Reynolds Community College.
When we started teaching many years ago, grammar textbooks used a series of unrelated sentences with no context. We knew instinctively that there was something wrong with this technique. It ignored the fact that language is a tool for communication, and it missed an opportunity for some important collateral learning to take place. As we gained teaching experience, we noticed that when we embedded the grammar into topics that taught students life skills, this captured their interest, sparked their curiosity, and motivated them to understand the grammar better and use it more effectively.

At the beginning levels of learning English, most ESL students have to face many other confusing challenges in their lives besides a new language: how to do their banking, fill out forms, buy a used car, interview for a job, and more. We decided to use two main characters, Simon and Dorota, to introduce newcomers to life in the United States. Simon and Dorota have been in the U.S. for quite some time and have gone through these experiences. Now they volunteer to help others adjust to their new lives in the U.S.

Like the other books in the Grammar in Context series, a reading (a narrative or a dialogue) introduces the grammar and is followed by grammar charts using sentences from the context of the reading. What sets Basic apart is specific attention to vocabulary and listening activities geared to beginning levels of ESL.

Upon completing Grammar in Context Basic, students should have a good introduction to the most common grammatical structures of the English language, a solid vocabulary base, and an understanding of the practicalities of American life. Students will then be ready for more in-depth study and practice of each structure as found in Grammar in Context 1, 2, and 3.

Enjoy using Grammar in Context Basic!

Sandra N. Elbaum and Judi P. Pemán

For Cassia, Laila, Mía, Gentille, Chimene, Joseph, and Joy
Grammar in Context presents grammar in interesting contexts that are relevant to students’ lives and then recycles the language and context throughout every activity. Learners gain knowledge and skills in both grammar structures and topic areas.

**New To This Edition**

**NATIONAL GEOGRAPHIC PHOTOGRAPHS**

introduce unit themes and draw learners into the context.

---

Time is more valuable than money. You can get more money, but you cannot get more time.
— Jim Rohn

**New To This Edition**

**EVERY UNIT OPENER**

includes a quote from an artist, scientist, author, or thinker that helps students connect to the theme.
ENHANCED VOCABULARY IN CONTEXT section

Vocabulary

| traffic | There are a lot of cars. Traffic is bad today. |
| usually | Students are usually on time for class. They don't arrive late. |
| appointment | Victor has an appointment with Simon. He is always on time. |
| polite | It's polite to say "please" and "thank you." |
| always | Some people are always on my mind. I think about it a lot. |
| temperature | The temperature is 69 degrees today. |
| outside | Victor is in the parking lot. He is outside the school. He isn't inside the school. |
| never | I never go to the supermarket on Mondays. She never goes on Tuesdays. |
| be | Is it necessary to be on time? Are some people always on time? Are some people always on time? |

EXERCISE 1: Fill in the correct forms of be and the noun or pronoun given to make a question.

1. Are some people usually on time? No, they aren't.
2. Are some people always on time? Yes, they are.
3. Are some people usually on time? Yes, they are. No, they aren't.
4. Are some people always on time? Yes, they are.
5. Are some people usually on time? Yes, they are.
6. Are some people always on time? Yes, they are.
7. Are some people always on time? Yes, they are.
8. Are some people always on time? Yes, they are.

LISTEN to the questions about the conversation. Circle the correct answer.

- Yes, it is.
- No, it isn't.
- Yes, they are.
- No, they aren't.
- Yes, it is. No, it isn't.
- Yes, they are. No, they aren't.

LISTEN to the questions about the conversation. Circle the correct answer.

- Yes, it is.
- No, it isn't.
- Yes, they are.
- No, they aren't.
- Yes, it is. No, it isn't.
- Yes, they are. No, they aren't.

GRAMMAR

2.3 Be—Yes/No Questions

Part a: We put the form of be before the subject to ask a question.

Be Subject Short Answer

Statements | Yes/No Questions
--- | ---
I am late. | Am I late? No, you aren't.
I'm usually on time. | Are you usually on time? Yes, I am.

Punctuation Note:

1. Don't use a contraction for the affirmative answer. We use a contraction for the
 affirmative answer.

Language Note:

You can use a question mark (?) at the end of a question. We don't use a question mark (?) at the end of a question.

EXERCISE 2: Compare statements and yes/no questions with the teacher.

Statements | Yes/No Questions
--- | ---
It is necessary to be on time. | Is it necessary to be on time? Yes, it is.
It is necessary to be on time. No, it isn't.

Grammar in Context

Welcome to Grammar in Context

REDESIGNED LESSON OPENERS engage students and encourage discussion of the lesson theme before reading.

REDESIGNED GRAMMAR CHARTS offer straightforward explanations and provide contextualized clear examples of the structure.
Welcome to Grammar in Context

Updated For This Edition!

The writing section is divided into two sections which provide students with editing and writing activities to consolidate the grammar structures learned in each lesson.
Updated For This Edition!

ONLINE WORKBOOK
powered by MyELT provides students with additional practice of the target grammar and greater flexibility for independent study.

• Engages students and supports classroom materials by providing a variety of interactive grammar activities.
• Tracks course completion through student progress bars, giving learners a sense of personal achievement.
• Supports instructors by maximizing valuable learning time through course management resources, including scheduling and grade reporting tools.

Go to NGL.Cengage.com/MyELT
View of New York Harbor from the top of the Statue of Liberty.
Welcome TO THE UNITED STATES

Here is not merely a nation but a teeming nation of nations.

— Walt Whitman
BEFORE YOU READ

Circle yes or no.

1. Many things are new for me in this country.  Yes  No
2. People help me with new things.  Yes  No
Dorota and Simon are at the airport.

**Dorota:** Welcome! My name is Dorota. I am from Poland, but I am a citizen of the U.S. now. My first language is Polish. English is my second language. This is my friend, Simon. He is from Mexico.

**Simon:** Hi. My name is Simon. I am from Mexico, but I am a citizen of the U.S. now too. Spanish is my first language. My second language is English. We are both here to help you. We are helpful.

**Dorota:** You are new in this country. You are immigrants from other countries. Life is different here. Many things are different for you—the supermarket is different, the laundromat is different, and the bank and school are different too. Everything is new for you. Maybe you are confused.

**Simon:** Dorota and I are here to help you in new places. The laundromat and supermarket are the first places to go.

---

**DID YOU KNOW?**

Some supermarkets and laundromats are open 24 hours a day.

---

**Vocabulary**

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<tr>
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<th>Context</th>
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<td>citizen</td>
<td>Dorota is a citizen of the United States.</td>
</tr>
<tr>
<td>first/second</td>
<td>The first place to go is the laundromat.  The supermarket is second.</td>
</tr>
<tr>
<td>both</td>
<td>Dorota is a citizen. Simon is too. They are both citizens.</td>
</tr>
<tr>
<td>help (v.)</td>
<td>Dorota and Simon help new immigrants.</td>
</tr>
<tr>
<td>helpful (adj.)</td>
<td>They are helpful.</td>
</tr>
<tr>
<td>immigrant</td>
<td>I am from Colombia. I am new to the United States. I am an immigrant.</td>
</tr>
<tr>
<td>life</td>
<td>Life in the United States is new for me.</td>
</tr>
<tr>
<td>different</td>
<td>Simon is from Mexico. Dorota is from Poland. They are from different countries.</td>
</tr>
<tr>
<td>supermarket</td>
<td>We buy food in a supermarket.</td>
</tr>
<tr>
<td>laundromat</td>
<td>The laundromat is a place to wash clothes.</td>
</tr>
<tr>
<td>bank</td>
<td>He needs money. He is at the bank.</td>
</tr>
<tr>
<td>everything</td>
<td>Everything is new—the bank, the supermarket, and the laundromat.</td>
</tr>
<tr>
<td>confused</td>
<td>I am new here. Everything is different. I am confused.</td>
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LISTEN

Listen to the sentences about the conversation. Circle true or false.

1. True  False  5. True  False
2. True  False  6. True  False
3. True  False  7. True  False
4. True  False

1.1 Subject Pronouns

I am Dorota.
I am Simon.
We are here to help.

She is from Poland.
He is from Mexico.

It is a supermarket.
Family Foods Supermarket

They are countries.

You are new here.

They are new here.
EXERCISE 1 Fill in the blanks with the correct subject pronoun.

1. _______ are immigrants.

2. Dorota is from Poland. _______ is a U.S. citizen now.

3. _______ am new to this country.

4. Simon is from Mexico. _______ is from Mexico City.

5. You and I are new here. _______ are from Brazil.

6. The bank is near my house. _______ is big.

7. Simon and Dorota are friends. _______ are helpful.

8. Halina: Thank you for your help.
   Simon: _______ are welcome.

1.2 Be—Affirmative Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>a citizen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorota</td>
<td>is</td>
<td>from Poland.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td>helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon</td>
<td>is</td>
<td>from Mexico.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>in the United States.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The supermarket</td>
<td>is</td>
<td>different.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td>big.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>re</td>
<td>from Japan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>new here.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorota and Simon</td>
<td></td>
<td>American citizens.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language Notes:
We use a form of be to:
1. describe the subject (helpful, big)
2. tell where the subject is from (from Mexico, from Poland)
3. classify the subject (a citizen)
4. show location (here, in the United States)
EXERCISE 2  Fill in the blanks with the correct form of *be*: *am*, *is*, or *are*.

1. The laundromat ______ different.

2. I ______ new here.

3. You ______ a citizen.

4. We ______ here to help you.

5. Some things ______ different in the United States.

6. He ______ confused.

7. Simon and Dorota ______ helpful.

8. Dorota ______ from Poland.

EXERCISE 3  Dorota is with Halina, a new immigrant. Fill in the blanks with the correct form of *be*.

**Halina:** Hi, Dorota. I ______ Halina.

**Dorota:** You ______ from Poland, right?

**Halina:** Yes. I ______ new here.

**Dorota:** I ______ from Poland too. I ______ here to help you. Simon ______ here to help you too. He ______ from Mexico. Many people here ______ from different countries.

**Halina:** I ______ a little confused. Many things ______ new for me.

**Dorota:** Yes. Life ______ different here.
EXERCISE 4 About You Check (√) the items that are true for you.

1. _____ I am new to the United States.
2. _____ I am new at this school.
3. _____ Life is different in a new country.
4. _____ I am confused about life in the United States.
5. _____ I am a citizen of the United States.
6. _____ I am an immigrant.
7. _____ Americans are helpful.
8. _____ I am from Mexico.
9. _____ Spanish is my first language.
10. _____ My family is in the United States.

EXERCISE 5 About You Fill in the blanks.

1. My name is ____________________.
2. I am from ____________________.
3. ____________________ is my first language.
4. I am confused about ____________________.
5. ____________________ is my friend.
6. ____________________ is different in the United States.
7. ____________________ are different in the United States.
8. ____________________ is helpful.
BEFORE YOU READ

Circle yes or no.

1. I use the laundromat.  
   Yes  No

2. I wash my clothes by hand.  
   Yes  No

This Illinois laundromat has 145 washers and 125 dryers and runs on solar power.
Dorota and a new immigrant, Shafia, are at the laundromat.

**Dorota:** This is the laundromat.

**Shafia:** The laundromat's new for me. I'm a little confused.

**Dorota:** Don't worry. We're together. I'm here to help you.

**Shafia:** Thanks. My clothes are dirty. I need clean clothes. I'm glad we're here.

**Dorota:** These are the washing machines, or washers. The small machines are for small items—clothes, towels, and sheets. Those big machines are for big items, like blankets. Coins are necessary for the machines. Over there is the change machine.

**Shafia:** Those machines over there are different.

**Dorota:** Yes. They're dryers. They are for the wet clothes.

**Shafia:** Okay. Wow! It's hot inside the laundromat.

**Dorota:** You're right. The dryers are very hot.

**Shafia:** It's easy to wash clothes in a laundromat.

**Dorota:** Yes, it is.

**Shafia:** These two washers are empty. I'm ready to wash my clothes.

---

**Vocabulary Context**

- **don't worry**
  
  Don't worry. I'm here to help you.

- **together**
  
  Dorota is with Shafia. They're together.

- **clothes**
  
  This is my shirt. Those are my pants. These are my clothes.

- **dirty**
  
  Your clothes are dirty. You need to wash them.

- **clean**
  
  My clothes are clean. I don't need to wash mine.

- **glad**
  
  I'm glad we're here. I'm happy.

- **item**
  
  These machines are for small items. Those machines are for bigger things.

- **necessary**
  
  It's necessary to wash clothes. You need to do it.

- **change machine**
  
  When you put a dollar bill in the change machine it gives you coins. Four quarters is change for one dollar.

- **right**
  
  A: It's hot here.
  
  B: Yes, you're right. It is hot.

- **empty**
  
  The dryer is empty. It is available.

- **ready**
  
  A: It's time to go.
  
  B: Yes, I'm ready! We can go.
Listen to the sentences about the conversation. Circle true or false.

1. True False
2. True False
3. True False
4. True False
5. True False
6. True False

1.3 Contractions (Short Forms)

<table>
<thead>
<tr>
<th>Long Form</th>
<th>Contraction</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
<td>I’m here to help.</td>
</tr>
<tr>
<td>She is</td>
<td>She’s</td>
<td>She’s from Poland.</td>
</tr>
<tr>
<td>He is</td>
<td>He’s</td>
<td>He’s from Mexico.</td>
</tr>
<tr>
<td>It is</td>
<td>It’s</td>
<td>It’s hot in here.</td>
</tr>
<tr>
<td>Life is</td>
<td>Life’s</td>
<td>Life’s different.</td>
</tr>
<tr>
<td>Everything is</td>
<td>Everything’s</td>
<td>Everything’s new.</td>
</tr>
<tr>
<td>Dorota is</td>
<td>Dorota’s</td>
<td>Dorota’s from Poland.</td>
</tr>
<tr>
<td>The laundromat is</td>
<td>The laundromat’s</td>
<td>The laundromat’s hot.</td>
</tr>
<tr>
<td>You are</td>
<td>You’re</td>
<td>You’re very helpful.</td>
</tr>
<tr>
<td>We are</td>
<td>We’re</td>
<td>We’re together.</td>
</tr>
<tr>
<td>They are</td>
<td>They’re</td>
<td>They’re at the laundromat.</td>
</tr>
</tbody>
</table>

Language Notes:
1. To make a contraction (short form), we put an apostrophe (’) in place of the missing letter.
2. We can make a contraction with a subject + am, is, and are.
3. We can make a contraction with a singular subject + is.
4. We cannot make a contraction with a plural noun + are.

The dryers are empty.   NOT: The dryers’re empty.

Kolkata, India
EXERCISE 1 Write the contraction for the words given.

1. __________ I’m ________ new here.
   I am

2. __________ from Mexico. __________ a citizen of the United States now.
   a. Simon is  
   b. He is

3. __________ from Poland. __________ a citizen too.
   a. Dorota is  
   b. She is

4. __________ both very helpful.
   They are

5. __________ big.
   The laundromat is

6. __________ hot in the laundromat.
   It is

7. __________ new here. __________ new too. __________ both new.
   a. You are  
   b. I am  
   c. We are

EXERCISE 2 Ali and Peter are new immigrants. This is their conversation. Fill in the blanks with the correct form of be. Use contractions when possible.

Ali:  I’m ________ from India. You’re ________ from Russia, right?

Peter: No. I’m ________ from Warsaw. It’s ________ in Poland.


Peter: We’re both confused. Life’s ________ different here.

Ali: Yes. Many things are ________ new here. The bank’s ________ new for me.
   The supermarket’s ________ new for me too.

Peter: I’m glad to know Simon and Dorota. Simon and Dorota’s ________ from other countries,
   but they’re ________ citizens now. Simon’s ________ from Mexico. He’s ________ helpful.
   Dorota’s ________ from Poland. She’s ________ helpful too.

Ali: You’re right. They’re ________ both very helpful to new immigrants.
1.4 Singular and Plural

*Singular* means one. *Plural* means more than one. A plural noun usually ends in -s.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>one machine</td>
<td>five machines</td>
<td>one laundromat</td>
<td>four laundromats</td>
</tr>
<tr>
<td>one coin</td>
<td>six coins</td>
<td>one supermarket</td>
<td>seven supermarkets</td>
</tr>
<tr>
<td>one towel</td>
<td>three towels</td>
<td>one friend</td>
<td>nine friends</td>
</tr>
<tr>
<td>one blanket</td>
<td>two blankets</td>
<td>one citizen</td>
<td>eight citizens</td>
</tr>
</tbody>
</table>

**EXERCISE 3** Write the plural form of the words.

1. quarter  
2. dime  
3. nickel  
4. dryer  
5. nickel  
6. machine  
7. sheet  
8. item  
9. blanket  
10. coin  
11. dollar  
12. citizen  

1.5 This, That, These, Those

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a laundromat.</td>
<td>These are quarters.</td>
<td>Near</td>
</tr>
<tr>
<td>That is a big machine.</td>
<td>Those are the dryers.</td>
<td>Not near</td>
</tr>
</tbody>
</table>

Language Note:

Only *that* is has a contraction—*that’s*.

*That’s* a big machine.

Pronunciation Note:

It’s hard for many nonnative speakers to hear the difference between *this* and *these*. Listen to your teacher pronounce the sentences in the chart.
EXERCISE 4 Fill in the blanks with *this, that, these, or those* and the correct form of *be.* Use contractions when possible.

1. **This is** a dollar.

2. **This** is the change machine.

3. **These** coins.

4. **These** quarters.

5. **These** the big washing machines.

6. **These** an empty machine.

7. **These** dryers.

EXERCISE 5 Circle the correct word.

1. The *(sheet/*sheets)* are white.

2. The blankets *(is/*are)* big.

3. *(These/*This)* are the dryers.

4. *(They’re/*They)* hot.

5. *(A quarter/*Quarters)* are necessary for the machine.

6. *(That/*Those)* machines are empty.
BEFORE YOU READ

Circle yes or no.

1. I’m confused in an American supermarket.  Yes  No
2. Prices are the same in every supermarket.  Yes  No
Dorota and Halina are at the supermarket.

Dorota: This is the supermarket. It's early. The supermarket isn't crowded. The parking lot's not crowded.

Halina: This is my first time in an American supermarket. I'm not sure what to do.

Dorota: It's not hard to use the supermarket. I'm here to help you.

Halina: Thanks. Hmmm. The prices aren't on the products.

Dorota: The prices are on the shelves, under the products. A bar code is on each package. Prices aren't the same every week. Some things are on sale each week. Look—crackers are on sale this week. They're usually $3.99 a box. This week they're not $3.99 a box. They're $2.50. And look there. Apples are on sale too. One pound for $1.15.

Halina: Look! These cookies are free.

Dorota: The samples are free, but the bags of cookies aren't.

(ten minutes later)

Halina: We're finished, right?

Dorota: Yes, we're finished. This checkout is empty.

Halina: The cashier's not here.

Dorota: It's a self checkout.

DID YOU KNOW?
Some people bring their own reusable bags to the supermarket. They use the bag many times. In some supermarkets, plastic bags aren't free.
Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>early</td>
<td>It’s 8 a.m. It’s <strong>early</strong>.</td>
</tr>
<tr>
<td>crowded</td>
<td>The store is empty. It isn’t <strong>crowded</strong>.</td>
</tr>
<tr>
<td>parking lot</td>
<td>I am in the supermarket. My car is in the <strong>parking lot</strong>.</td>
</tr>
<tr>
<td>sure</td>
<td>I’m confused. I’m not <strong>sure</strong> what to do.</td>
</tr>
<tr>
<td>hard</td>
<td>It’s not <strong>hard</strong> to use the supermarket. It’s easy.</td>
</tr>
<tr>
<td>price</td>
<td>The <strong>price</strong> is 89¢ a pound.</td>
</tr>
<tr>
<td>product</td>
<td>The supermarket has many <strong>products</strong>: milk, fruit, meat.</td>
</tr>
<tr>
<td>shelf/shelves</td>
<td>The items are on the <strong>shelves</strong>.</td>
</tr>
<tr>
<td>bar code</td>
<td>A <strong>bar code</strong> is on each product. The cashier scans the bar code.</td>
</tr>
<tr>
<td>package</td>
<td>The cookies are in plastic <strong>packages</strong>.</td>
</tr>
<tr>
<td>the same</td>
<td>Prices aren’t <strong>the same</strong> every week. They change.</td>
</tr>
<tr>
<td>on sale</td>
<td>Crackers are <strong>on sale</strong> this week. They’re only $2.50 a box instead of $3.50.</td>
</tr>
<tr>
<td>pound</td>
<td>Americans use <strong>pounds</strong>, not kilograms. The abbreviation for pound is <strong>lb</strong>.</td>
</tr>
<tr>
<td>free</td>
<td>The packages of cookies aren’t <strong>free</strong>. They’re $2.79.</td>
</tr>
<tr>
<td>sample</td>
<td>The store has <strong>samples</strong> sometimes. You can try the product.</td>
</tr>
<tr>
<td>bag</td>
<td>I bring a reusable <strong>bag</strong> to the supermarket. I don’t use paper or plastic <strong>bags</strong>.</td>
</tr>
<tr>
<td>cashier</td>
<td>The <strong>cashiers</strong> are at the checkouts. They use registers and give the customers their change.</td>
</tr>
<tr>
<td>self checkout</td>
<td>The <strong>self checkout</strong> is fast. The customer scans the items.</td>
</tr>
</tbody>
</table>

**LISTEN**

Listen to the sentences about the conversation. Circle *true* or *false*.

1. True  (False)
2. True   (False)
3. True   (False)
4. True   (False)
5. True   (False)
6. True   (False)
7. True   (False)
1.6 **Be—Negative Statements**

**PART A:** Compare negative long forms and contractions.

<table>
<thead>
<tr>
<th>Negative Long Forms</th>
<th>Negative Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not sure.</td>
<td>I’m not sure.</td>
</tr>
<tr>
<td>You are not early.</td>
<td>You’re not early.</td>
</tr>
<tr>
<td>She is not a cashier.</td>
<td>She isn’t a cashier.</td>
</tr>
<tr>
<td>He is not at home.</td>
<td>He isn’t at home.</td>
</tr>
<tr>
<td>The store is not small.</td>
<td>The store isn’t small.</td>
</tr>
<tr>
<td>It is not crowded.</td>
<td>It isn’t crowded.</td>
</tr>
<tr>
<td>That is not the price.</td>
<td>That isn’t the price.</td>
</tr>
<tr>
<td>We are not in the laundromat.</td>
<td>We aren’t in the laundromat.</td>
</tr>
<tr>
<td>They are not on sale.</td>
<td>They aren’t on sale.</td>
</tr>
<tr>
<td>The cookies are not free.</td>
<td>The cookies aren’t free.</td>
</tr>
</tbody>
</table>

**Language Notes:**

1. We cannot make a contraction for *am not.*
   
   **Not:** I amn’t sure.

2. We cannot make a contraction for a plural noun + *are.*
   
   **Not:** The cookies’re free.

**PART B:** Compare affirmative and negative statements with *be.*

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are at the supermarket.</td>
<td>We aren’t at home.</td>
</tr>
<tr>
<td>The milk is fresh.</td>
<td>It isn’t old.</td>
</tr>
<tr>
<td>I am new here.</td>
<td>I’m not sure about many things.</td>
</tr>
<tr>
<td>The samples are free.</td>
<td>The cookies in packages aren’t free.</td>
</tr>
<tr>
<td>You are from the United States.</td>
<td>You’re not from Mexico.</td>
</tr>
<tr>
<td>Peter is a new immigrant.</td>
<td>Dorota isn’t a new immigrant.</td>
</tr>
</tbody>
</table>

**EXERCISE 1** Fill in the blanks with a negative form of the underlined form of *be.* Use contractions when possible.

1. The supermarket is big. It ___ isn’t OR ‘s not ___ small.

2. The date ___ on packages. The date __________________ on fruit.

3. We’re at the supermarket. We __________________ at the laundromat.

4. Crackers are $2.50 this week. They __________________ $2.50 every week.

5. I’m in the supermarket. I __________________ in the laundromat.

6. The store is empty. It __________________ crowded.


continued
8. Prices are on the shelves. They __________ on the products.

9. The sample cookies are free. The packages of cookies _______________ free.

10. That’s a bar code. That _______________ the price.

**EXERCISE 2** Check (✓) the true statements. Change the false statements to the negative form and add a true statement. Answers may vary.

1. _____ Supermarkets are dirty. **Supermarkets aren’t dirty. They’re clean.**

2. _____ Cashiers are helpful.

3. _____ I’m confused about supermarkets.

4. _____ Life in the United States is easy.

5. _____ Supermarkets are small.

6. _____ Americans are helpful.

7. _____ Supermarkets are crowded in the morning.

8. _____ Prices are the same every week.

9. _____ Supermarkets are hot.

10. _____ Bags are free.

### 1.7 Adjectives

<table>
<thead>
<tr>
<th>Examples</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td>Be</td>
</tr>
<tr>
<td>The parking lot</td>
<td>is</td>
</tr>
<tr>
<td>The store</td>
<td>isn’t</td>
</tr>
<tr>
<td>The samples</td>
<td>are</td>
</tr>
<tr>
<td>Those are <strong>free</strong> samples.</td>
<td></td>
</tr>
<tr>
<td>These are <strong>big</strong> packages.</td>
<td></td>
</tr>
</tbody>
</table>

**Language Note:**

Descriptive adjectives are always singular. Only the noun is plural.

- one **free** sample
- two **free** samples
EXERCISE 3  In each conversation, fill in the blanks with an adjective from the box.

CONVERSATION A: New immigrant, Lisa, and Dorota are at the supermarket.

new  early  helpful  good
new  early  helpful  good
crowded  easy  big  different
crowded  easy  big  different

Lisa:    I’m ______ new ______ to this country. Everything is ____________ for me.
        1. 2.

Dorota: Don’t worry. I’m here with you.

Lisa:    You’re very ____________.
        3.

Dorota: This is the supermarket. It’s ______ to shop in a supermarket.
        4.

Lisa:    The supermarket and the parking lot aren’t _____________. Why not?
        5.

Dorota: It’s only 10 a.m. It’s ______.
        6.

Lisa:    This supermarket is _____________. In my country, stores are small.
        7.

Dorota: Look! Bananas are on sale this week. They’re only 39¢ a pound. That’s a _____________ price.
        8.

CONVERSATION B: Simon is showing Lisa’s husband, Victor, the laundromat.

small  open  different  hot  big
small  open  different  hot  big

Simon:  This is the laundromat.

Victor: It’s _______ in here.
        9.

Simon:  Yes, it is. But the door is _____________.
        10.

Victor: Some machines ____________ and some are _____________.
       11. 12.

Simon:  The big machines are for big items, like blankets.

Victor: All of these machines are the same, but those are _____________.
       13.

Simon:  These are washing machines. Those machines are dryers.

Victor: In my country, I am the washer and the air is the dryer!
1.8 Expressions with *It*

<table>
<thead>
<tr>
<th>Examples</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s hot in the laundromat.</td>
<td>We use <em>it</em> with weather or temperature.</td>
</tr>
<tr>
<td>It’s cold outside.</td>
<td></td>
</tr>
<tr>
<td>It’s sunny today.</td>
<td></td>
</tr>
<tr>
<td>It isn’t rainy.</td>
<td></td>
</tr>
<tr>
<td>It’s 10 a.m.</td>
<td>We use <em>it</em> with time.</td>
</tr>
<tr>
<td>It’s early.</td>
<td></td>
</tr>
<tr>
<td>It isn’t late.</td>
<td></td>
</tr>
<tr>
<td>It’s Tuesday.</td>
<td></td>
</tr>
<tr>
<td>It’s morning/afternoon/night.</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 4** Fill in the blanks with one of the words from the box.

<table>
<thead>
<tr>
<th>early ✔</th>
<th>sunny</th>
<th>late</th>
<th>cold</th>
<th>7 a.m.</th>
<th>no</th>
</tr>
</thead>
</table>

1. It’s ___________. It’s only _______________.
   a. ___________  b. ______________

2. It’s ______________ in the laundromat. Open the door.

3. It’s ______________ outside. Close the door.

4. It’s ______________. I am tired.

5. It’s ______________ today. We’re at the beach.

**EXERCISE 5 About You** Fill in the blanks to make true statements. Use the words from the box in Exercise 4 or your own ideas.

1. It’s ___________ a. day of week b. day of week It isn’t ______________ today.

2. It’s ______________ outside.

3. It’s ______________ inside.

4. It’s ______________.
1.9 Singular and Plural—Spelling Rules

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>coin</td>
<td>coins</td>
<td>We add -s to form the plural of most nouns.</td>
</tr>
<tr>
<td>dime</td>
<td>dimes</td>
<td></td>
</tr>
<tr>
<td>dollar</td>
<td>dollars</td>
<td></td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
<td>We add -es to make the plural of nouns that end in sh, ch, x, and ss.</td>
</tr>
<tr>
<td>watch</td>
<td>watches</td>
<td></td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
<td></td>
</tr>
<tr>
<td>dress</td>
<td>dresses</td>
<td></td>
</tr>
<tr>
<td>family</td>
<td>families</td>
<td>We change the final y to i and add -es when a word ends in a consonant + y.</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
<td></td>
</tr>
<tr>
<td>day</td>
<td>days</td>
<td>We add only -s when a word ends in a vowel + y.</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
<td></td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
<td>We take away final f or fe and add -ves.</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
<td></td>
</tr>
</tbody>
</table>

Pronunciation Note:
Sometimes we need to pronounce an extra syllable. Listen to your teacher pronounce these words:
price—prices noise—noises page—pages

**EXERCISE 6** Fill in the blanks with the plural form of the noun given.

1. The ________ cars ________ are in the parking lot.

2. The ________ are under the ________.
   a. price
   b. shelf

3. The ________ are in a blue box.
   a. match

4. It’s Saturday and many ________ are at the supermarket.
   a. family

5. The soap for washing ________ costs $2.89.
   a. dish

6. The ________ are on sale this week. Those ________ are on sale.
   a. cracker
   b. box

7. Some ________ are in the supermarket today.
   a. baby

8. Dorota speaks two ________: Polish and English.
PART 1 Editing Advice

1. Use the correct form of be.

   are
   You is at the laundromat.

2. Every sentence has a subject.

   It’s
   Is 10:15 a.m.
   It’s
   Is hot today.
   He is
   This is Simon. Is from Mexico.

3. Don’t confuse this and these.

   These
   This are big machines.
   This
   These is my bank.

4. In a contraction, put the apostrophe in place of the missing letter.

   You’re
   You’re late.

   The supermarket isn’t crowded.

5. Use an apostrophe, not a comma, in a contraction.

   I’m
   I’m at the supermarket.

6. Don’t make adjectives plural.

   big
   These are big machines.

7. Don’t use a before a plural noun.

   This is a small machine. Those are big machines.

8. Don’t confuse your and you’re.

   You’re
   You’re at the supermarket.

9. Don’t confuse he and she.

   He
   She
   Dorota is from Poland. He is from Warsaw.

   She speaks Spanish.

PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Dorota and Lisa are in the laundromat.

Dorota: We’re here to wash clothes.

  We’re
  I.
Lisa: It's easy to wash clothes in a laundromat.

Dorota: Yes, it is. But it's hot in here.

Lisa: Your right.

Dorota: The door isn't open.

Lisa: This are my blankets.

Dorota: They're big. Those machines is for big items. This machines are for small items. These are a quarters for the machines.

Lisa: Thanks. Your're helpful.

Dorota: I'm here to help. Simon's helpful too. But is at the bank today. She is with Victor.

PART 3 Write About It

Rewrite the following paragraph. Change the singular nouns and pronouns to plurals. Change other necessary words too.

This is a green apple. It's on sale. It's very big. It's only $1.75 a pound. That's a red apple. It isn't on sale. It's not very big. It's $2.39 a pound. This is a free sample of the green apple. It's not very fresh. That's a free sample of the red apple. It's fresh. This red apple is good. That green apple isn't good today.

These are green apples.

PART 4 Learner's Log

1. Write one sentence about each of these topics. Write affirmative and negative sentences with be.
   - An American laundromat
   - An American supermarket
   - Items in an American supermarket

2. Write any questions you still have about the topics above.
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