

*EXPLORING*

**ENGLISH**

**1**

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# ENGLISH

1

**Tim Harris • Allan Rowe**



### **Exploring English 1**

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# Preface

*Exploring English* is a comprehensive, six-level course for adult and young adult students of English. It teaches all four language skills—listening, speaking, reading, and writing—with an emphasis on oral communication. The course combines a strong grammar base with in-depth coverage of language functions and life skills.

*Exploring English:*

**Teaches grammar inductively.** The basic structures are introduced in context through illustrated situations and dialogues. Students use the structures in talking about the situations and re-enacting the dialogues. They encounter each structure in a variety of contexts, including practice exercises, pair work activities, and readings. This repeated exposure enables students to make reliable and useful generalizations about the language. They develop a “language sense”—a feeling for words—that carries over into their daily use of English.

**Includes language functions** in every chapter from beginning through advanced levels. Guided conversations, discussions, and role plays provide varied opportunities to practice asking for and giving information, expressing likes and dislikes, agreeing and disagreeing, and so on.

**Develops life skills in the areas most important to students:** food, clothing, transportation, work, housing, and health care. Everyday life situations provide contexts for learning basic competencies: asking directions, taking a bus, buying food, shopping for clothes, and so on. Students progress from simpler tasks, such as describing occupations at the beginning level, to interviewing for jobs and discussing problems at work at more advanced levels.

**Incorporates problem solving and critical thinking in many of the lessons,** especially at the intermediate and advanced levels. The stories in *Exploring English* present a cast of colorful characters who get involved in all kinds of life problems, ranging from personal relationships to work-related issues to politics. Students develop critical-thinking skills as they discuss these problems, give their opinions, and try to find solutions. These discussions also provide many opportunities for students to talk about their own lives.

**Provides extensive practice in listening comprehension through illustrated situations.** Students are asked to describe each illustration in their own words before listening to the accompanying story (which appears on the reverse side of the page). Then they answer questions based on the story, while looking at the illustration. The students respond to what they see and hear without referring to text, just as in actual conversation.

**Offers students frequent opportunities for personal expression.** The emphasis throughout *Exploring English* is on communication—encouraging students to use the language to express their own ideas and feelings. Free response questions in Books 1 and 2 give students the opportunity to talk about themselves using simple, straightforward English. Every chapter in Books 3–6 has a special section,

called “One Step Further,” that includes discussion topics such as work, leisure activities, cinema, travel, dating, and marriage. Ideas for role plays are also provided to give additional opportunities for free expression. The general themes are familiar to students because they draw on material already covered in the same chapter. Role plays give students a chance to interact spontaneously—perhaps the most important level of practice in developing communication skills.

**Provides continuous review and reinforcement.** Each chapter concludes with a review section and every fourth chapter is devoted entirely to review, allowing students to practice newly acquired language in different combinations.

**Provides exposure to key structures that students will be learning at the next level.** This material, included in a special unit called “Preview,” can be introduced at any time during the course at the discretion of the teacher.

**Presents attractive art that visually supports and is integral with the language being taught.** Humorous and imaginative illustrations, in full color, make *Exploring English* fun for students. In addition, the richness of the art allows teachers to devise their own spin-off activities, increasing the teachability of each page.

Each volume of *Exploring English* is accompanied by a Workbook. The Workbook lessons are closely coordinated to the lessons in the Student Book. They provide additional writing practice using the same grammatical structures and vocabulary while expanding on basic functions and life skills. The activities range from sentence completion exercises to guided paragraph and composition writing.

Student Books and Workbooks include clear labels and directions for each activity. In addition, Teacher’s Resource Manuals are available for each level. These Manuals provide step-by-step guidance for teaching each page, expansion activities, and answers to the exercises. Each student page is reproduced for easy reference.

Audiocassettes for each level featuring an entertaining variety of native voices round out the series. All of the dialogues, readings, and pronunciation exercises are included on the tapes.

# Chapter

# 1

## **TOPICS**

People  
Occupations

## **GRAMMAR**


“To be”  
Indefinite and definite articles  
This/that/these/those  
Where + prepositional phrases

## **FUNCTIONS**

Introducing yourself  
Greeting people  
Taking leave  
Asking about and identifying objects  
Indicating location



## CONVERSATION 1

 Listen and practice.



**PETER:** Hello. What's your name?

**MARIA:** My name's Maria.

**PETER:** My name's Peter.

**MARIA:** Nice to meet you, Peter.

**PAIR WORK 1** • Have similar conversations.


**STUDENT A:** Hello. What's your name?

**STUDENT B:** My name's \_\_\_\_\_.

**STUDENT A:** My name's \_\_\_\_\_.

**STUDENT B:** Nice to meet you, \_\_\_\_\_.

## CONVERSATION 2

 Listen and practice.



**BARBARA:** Good morning.


**TINO:** Good morning. How are you?

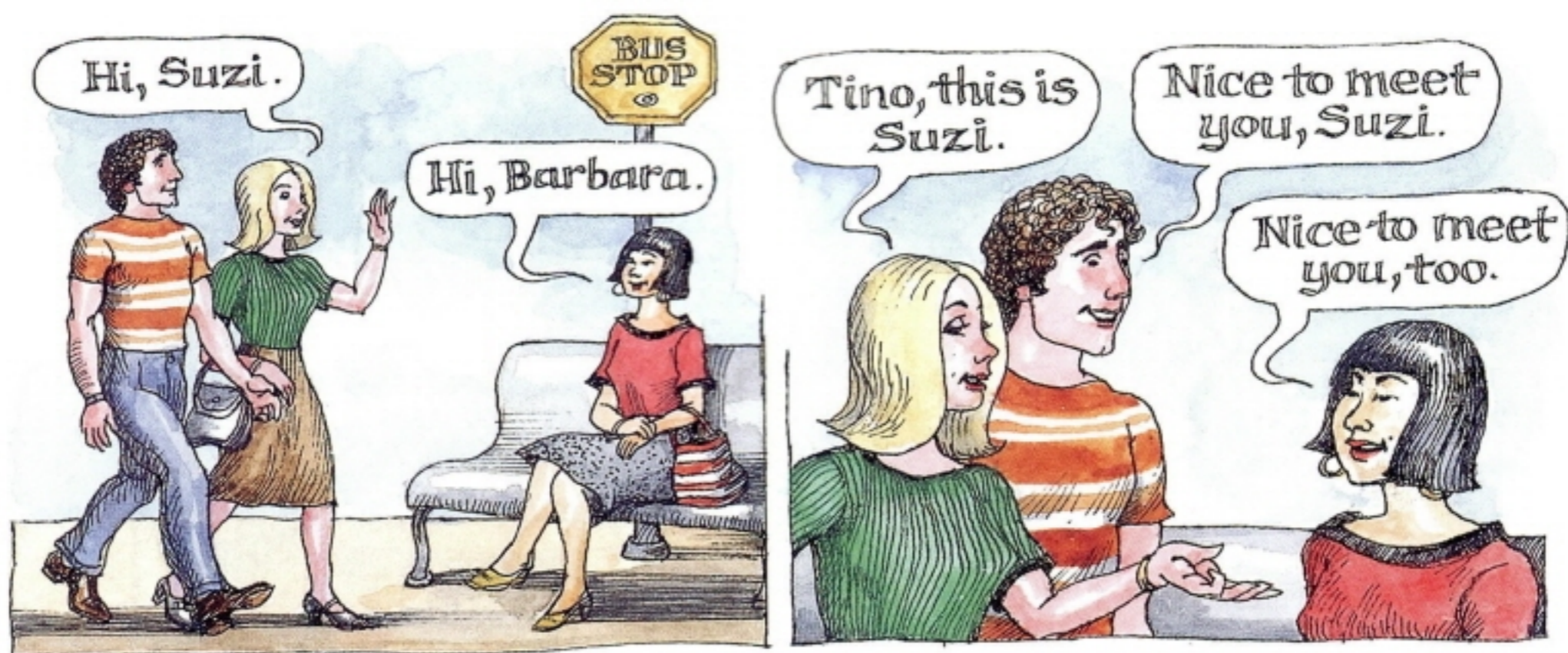
**BARBARA:** I'm fine. And you?

**TINO:** Fine, thank you.

**PAIR WORK 2** • Have similar conversations.

## CONVERSATION 1

 Listen and practice.




**GROUP WORK** • Have similar conversations.

STUDENT A: \_\_\_\_\_, this is \_\_\_\_\_.

STUDENT B: Nice to meet you, \_\_\_\_\_.

STUDENT C: Nice to meet you, too.

## CONVERSATION 2


 Listen and practice.



**PAIR WORK** • Have similar conversations.

STUDENT A: Good-bye, \_\_\_\_\_.

STUDENT B: Bye. See you later.

 Listen and repeat.

This is John Bascomb.  
He's a banker.



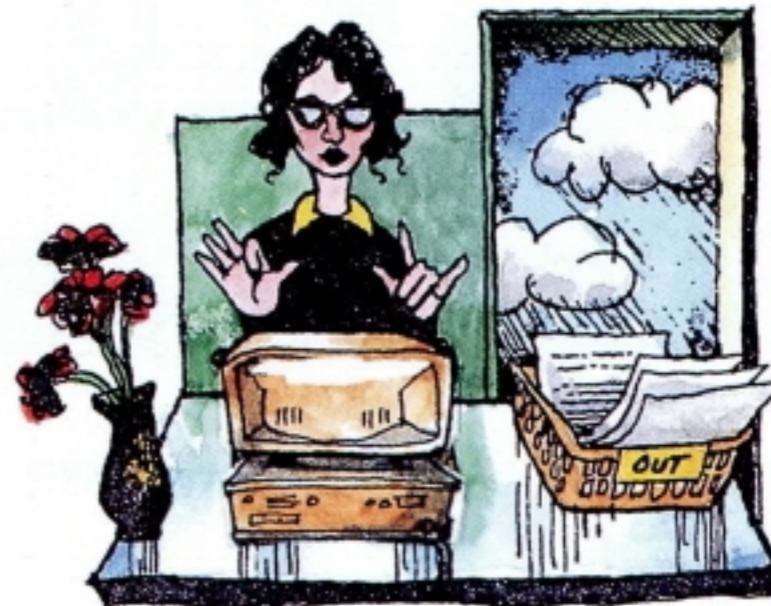
This is Maria Miranda.  
She's a doctor.



This is Peter Smith.  
He's a businessman.



This is Anne Jones.  
She's a secretary.



This is Nancy Paine.



She isn't a doctor.  
She's a pilot.

This is Otis Jackson.



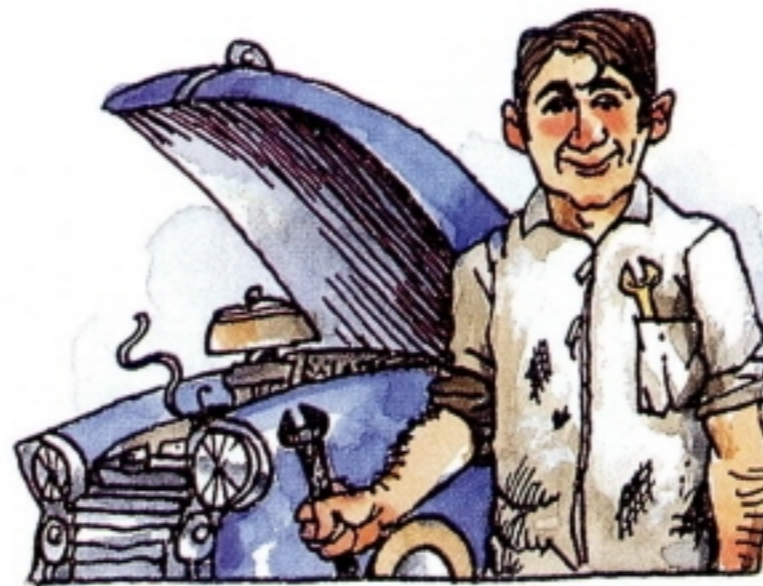
He isn't a businessman.  
He's an artist.

This is Ula Hackey.




She isn't a secretary.  
She's a movie star.

This is Nick Vitakis.



He isn't a banker.  
He's a mechanic.

## CONVERSATION

 Listen and practice.

FRED: Who's that?

BARNEY: Her name is Nancy Paine.



FRED: Is she a mechanic?

BARNEY: No, she isn't. She's a pilot.



FRED: What's his name?

BARNEY: Otis Jackson.

FRED: Is he a pilot, too?

BARNEY: No, he isn't. He's an artist.



# NEW VOCABULARY



Listen and practice.

1. What's this?



It's a book.

2. What's this?



It's a chair.

3. What's this?



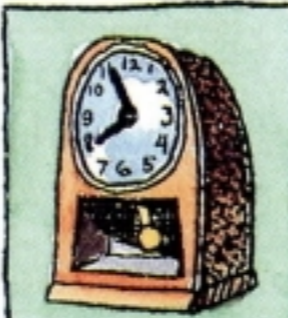
\_\_\_\_\_ bottle.

4. What's this?



\_\_\_\_\_ hat.

5. Is this a clock?



Yes, it is.

6. Is this a table?



Yes, it is.

7. Is this a book?  
What is it?



No, it isn't.  
It's a newspaper.

8. Is this a bottle?  
What is it?



No, it isn't.  
\_\_\_\_\_ glass.

9. Is this a clock?  
What is it?




\_\_\_\_\_  
\_\_\_\_\_ watch.





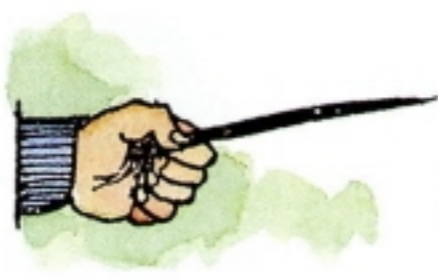




10. Is this a hat?  
What is it?






\_\_\_\_\_  
\_\_\_\_\_ coat.

# STRUCTURE • THIS AND THAT


 Listen and practice.

		
<p>1. What's this? It's a rabbit.</p>	<p>4. What's that? It's a bird.</p>	
		
<p>2. What's this? It's a chicken.</p>	<p>5. What's that? It's a dog.</p>	
		
<p>3. What's _____? It's a pear.</p>	<p>6. What's _____? _____ an apple.</p>	

		<p>8. Is this a dog? No, it isn't.</p>  <p>It's a _____.</p>
<p>7. Is that a cat? Yes, it is.</p>		

 <p>9. Is _____ an apple? No, it isn't. It's a _____.</p>	  <p>10. Is _____ an apple? Yes, it is.</p>
--	--

# STRUCTURE • THESE AND THOSE

 Listen and practice.



1. What are these?  
They're flowers.



2. What are these?  
They're cards.



3. What are \_\_\_\_\_?  
They're rabbits.



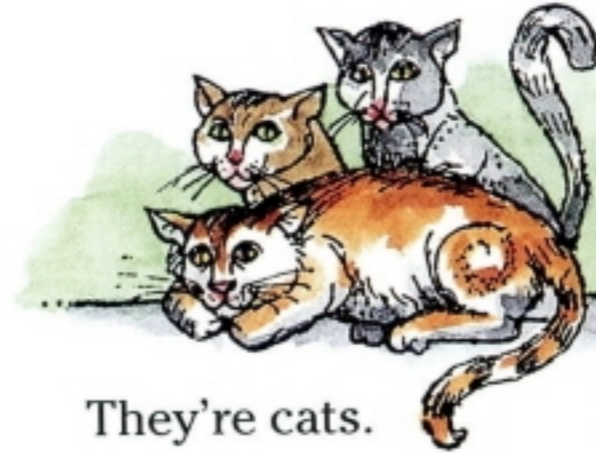
4. What are those?



They're chickens.



5. What are those?



They're cats.



6. What are \_\_\_\_\_?



\_\_\_\_\_ dogs.



7. Are these rabbits?  
Yes, they are.

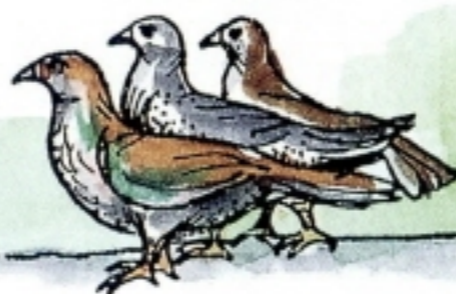


8. Are those pears?

Yes, they are.




9. Are \_\_\_\_\_ cats?  
No, they aren't.  
They're \_\_\_\_\_.



10. Are \_\_\_\_\_ apples?  
No, they aren't.  
They're \_\_\_\_\_.





 Listen and repeat.

The cat is under the table.

The ball is in front of the cat.

The vase is on the table.

The flower is in the vase.

The envelope is on the table.

The envelope is next to the vase.

The bookcase is behind the table.

The books are in the bookcase.



**PAIR WORK** • Ask and answer questions. Choose the correct preposition.

Student A: **Where's the cat now?**  
 Student B: **It's on the table.**

1. Where's the dog?  
It's (on/under) the table.
2. Where's the vase?  
It's (on/under) the floor.
3. Where's the flower?  
It's (in/next to) the vase.
4. Where's the envelope?  
It's (in front of/behind) the cat.
5. Where's the ball?  
It's (in front of/behind) the dog.





**WRITTEN EXERCISE** • Complete the sentences using these prepositions: *in, on, under, next to, behind, and in front of.*

Simon is behind the door.

1. The rabbit is \_\_\_\_\_ the hat.
2. The chicken is \_\_\_\_\_ the table.
3. The apples are \_\_\_\_\_ the table.
4. The flowers are \_\_\_\_\_ the vase.
5. The bottle is \_\_\_\_\_ the vase.
6. Suzi is \_\_\_\_\_ the clock.
7. The dog is \_\_\_\_\_ the clock.
8. The clock is \_\_\_\_\_ the bookcase.
9. The books are \_\_\_\_\_ the bookcase.
10. The cat is \_\_\_\_\_ the newspaper.
11. The ball is \_\_\_\_\_ the cat.
12. The coat is \_\_\_\_\_ the chair.


**PAIR WORK** • Ask and answer questions.

apples  
 Student A: **Where are the apples?**  
 Student B: **They're on the table.**

dog  
 Student A: **Where is the dog?**  
 Student B: **It's in front of the clock.**

- |          |            |           |
|----------|------------|-----------|
| 1. books | 4. ball    | 7. bottle |
| 2. Suzi  | 5. chicken | 8. Simon  |
| 3. coat  | 6. flowers | 9. rabbit |

# NEW VOCABULARY • PLACES

 Listen and repeat.



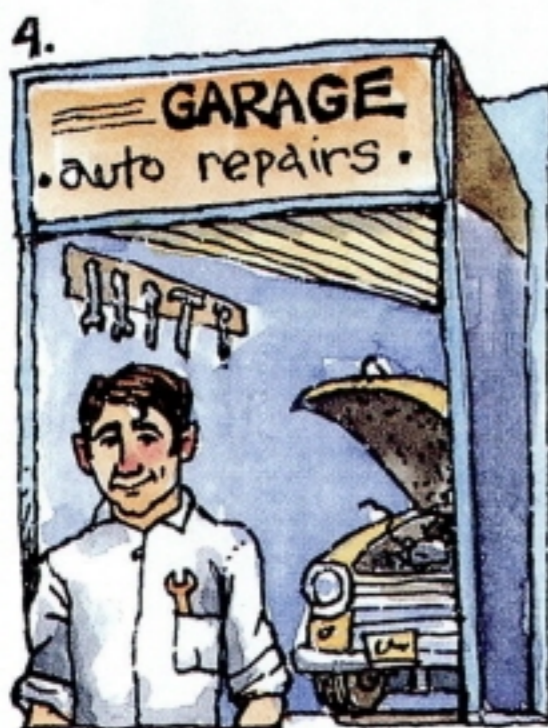
Ula Hackey is at the movies.



Otis is at the museum.



Mr. Bascomb is at the bank.



Nick is at the garage.



Maria is at the hospital.



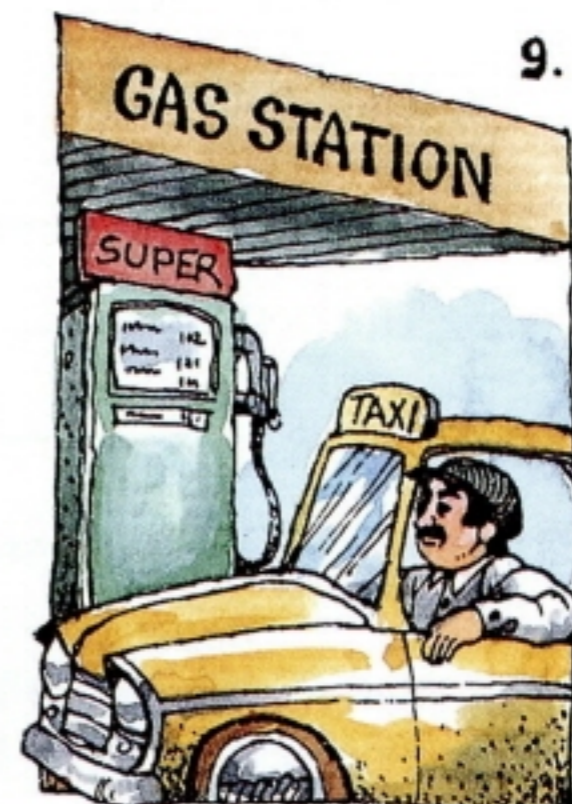
Peter is at the office.



Nancy is at the airport.



Anne is at the post office.



Barney is at the gas station.

**PRACTICE** • Look at the pictures on page 12. Replace with **he** or **she**.

- |  |  |
|--|--|
| <p>1. Ula is at the movies.<br/><b>She's at the movies.</b></p> <p>2. Otis is at the museum.<br/><b>He's at the museum.</b></p> <p>3. Mr. Bascomb is at the bank.</p> <p>4. Nick is at the garage.</p> | <p>5. Maria is at the hospital.</p> <p>6. Peter is at the office.</p> <p>7. Nancy is at the airport.</p> <p>8. Anne is at the post office.</p> <p>9. Barney is at the gas station.</p> |
|--|--|

**PAIR WORK** • Look at the pictures on page 12. Ask and answer questions.

- |   |   |
|---|---|
| <p>1. A. <b>Is Ula at the movies?</b><br/>B. <b>Yes, she is.</b></p> <p>2. A. <b>Is Otis at the post office?</b><br/>B. <b>No, he isn't. He's at the museum.</b></p> <p>3. Is Mr. Bascomb at the hospital?</p> <p>4. Is Nick at the garage?</p> | <p>5. Is Maria at the airport?</p> <p>6. Is Peter at the office?</p> <p>7. Is Nancy at the movies?</p> <p>8. Is Anne at the bank?</p> <p>9. Is Barney at the gas station?</p> |
|---|---|

**WRITTEN EXERCISE** • Complete with **a** or **an**.

It's a glass.      It's an egg.

- |                      |                         |                          |
|----------------------|-------------------------|--------------------------|
| 1. It's _____ tree.  | 4. It's _____ bottle.   | 7. It's _____ library.   |
| 2. It's _____ apple. | 5. It's _____ orange.   | 8. It's _____ newspaper. |
| 3. It's _____ car.   | 6. It's _____ envelope. | 9. It's _____ airport.   |



a car



a library



a tree



an apple



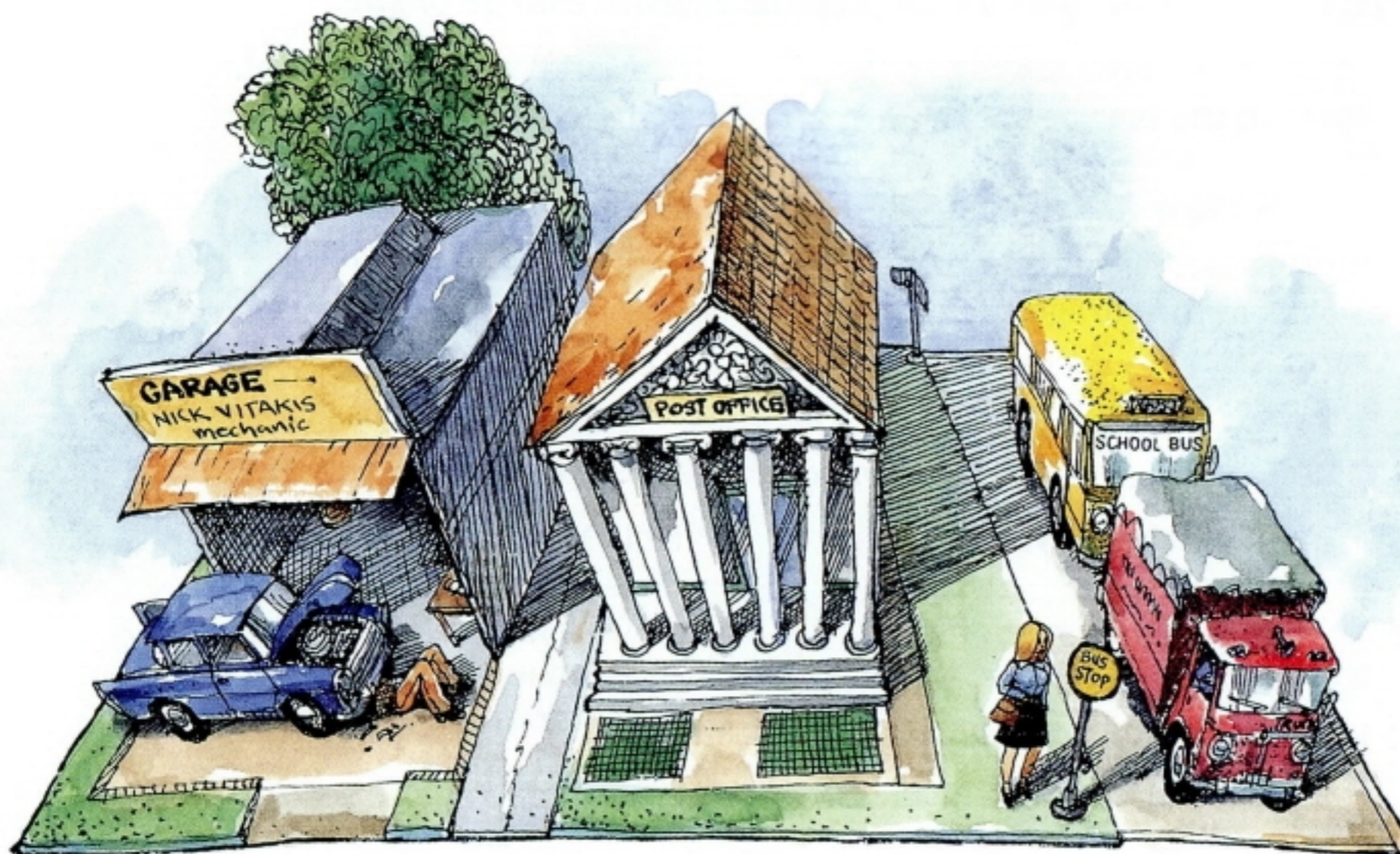
an orange



an egg

Note: **a** before consonant      **an** before a, e, i, o, u

## REVIEW SECTION



**WRITTEN EXERCISE** • Look at the picture and complete the sentences. Use *at*, *in*, *on*, *under*, *next to*, *in front of*, and *behind*.

Where's the bus stop? It's at the corner.

1. Where's Barbara? She's \_\_\_\_\_ the bus stop.
2. Where's the truck? It's \_\_\_\_\_ the bus.
3. Where's the post office? It's \_\_\_\_\_ the garage.
4. Where's the tree? It's \_\_\_\_\_ the garage.
5. Where's the car? It's \_\_\_\_\_ the garage.
6. Where's Nick? He's \_\_\_\_\_ the car.

**PAIR WORK** • Ask and answer questions about the picture.

Student A: Is the bus stop at the corner?

Student B: **Yes, It is.**

Student A: Is Barbara in the post office?

Student B: **No, she isn't. She's at the bus stop.**

1. Is the truck behind the bus?
2. Is the post office next to the garage?
3. Is the tree behind the post office?
4. Is the car in front of the garage?
5. Is Nick in the car?

**WRITTEN EXERCISE** • Complete the sentences.

1. What's this ? It's a hat.



2. What's \_\_\_\_\_ ? It's \_\_\_\_\_.



3. What's \_\_\_\_\_ ? It's \_\_\_\_\_.



4. What's \_\_\_\_\_ ? It's \_\_\_\_\_.



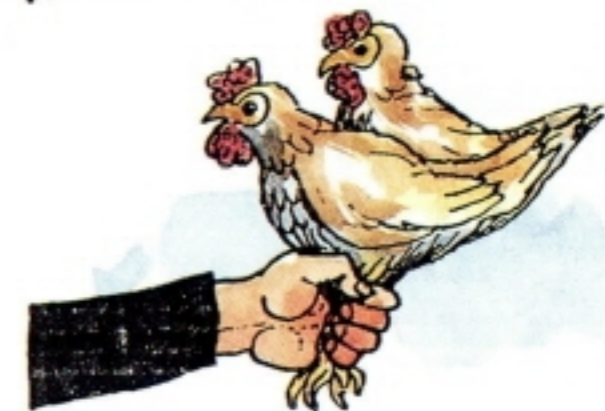
5. What are \_\_\_\_\_ ? They're \_\_\_\_\_.



6. What are \_\_\_\_\_ ? They're \_\_\_\_\_.



7. What are \_\_\_\_\_ ? They're \_\_\_\_\_.



8. What are \_\_\_\_\_ ? They're \_\_\_\_\_.



**PAIR WORK** • Ask and answer questions.



1. Tony Romero/singer

A: **Who's that?**  
 B: **His name is Tony Romero.**  
 A: **What's his job?**  
 B: **He's a singer.**



2. Susan Steel/police officer

A: **Who's that?**  
 B: **Her name is Susan Steel.**  
 A: **What's her job?**  
 B: **She's a police officer.**



3. Donald Poole/teacher



4. Maria Miranda/doctor



5. Nick Vitakis/mechanic



6. Nancy Paine/pilot



7. Otis Jackson/artist



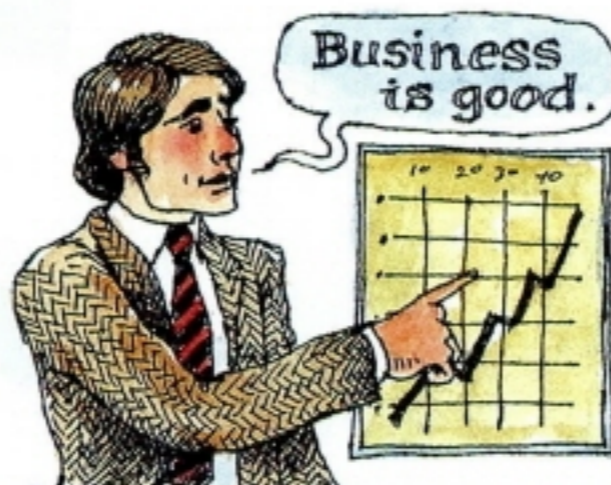
8. Florence Golo/teacher



9. John Bascomb/banker



10. Anne Jones/secretary



11. Peter Smith/businessman



12. Bonita Cantata/singer

# GRAMMAR SUMMARY

TO BE Affirmative		
He She It	's (is)	in the office.

Negative		
He She It	isn't (is not) 's not	in the office.

Interrogative		
Is	he she it	in the office?

Short Answers					
Yes,	he she it	is.	No,	he she it	isn't.

Question with WHAT		
What	's (is)	this? that?
	are	these? those?

SINGULAR AND PLURAL NOUNS		
It	's (is)	a pear. an apple.
They	're (are)	cards. flowers.

Question with WHERE		
Where	's (is)	Mr. Bascomb?
	's (is)	the newspaper?
	are	the books?

PREPOSITIONS			
He	's (is)	at in	the bank. his office.
It	's (is)	on under next to	the table.
They	're (are)	behind in front of	

Question with WHO			
Who	's (is)	that?	Otis Jackson.