

Imperatives



Grammar in Context

Theme: Science and environment

Words by Theme



Read the following excerpt of a school play and answer the questions.

Your Support Matters!

Scene 1: In the classroom

Tom: Are you free this weekend?

Liv: Yes, why?

Tom: ① Let's join the Beach Clean-up activity. Let me sign up for both of us.

Liv: Well, I don't think this can make any differences.

② Stop doing pointless things, Tom.

Tom: ③ Try it out, please!



Scene 2: At the beach

(On Sunday, Ian, the person in charge of the activity, is briefing the participants at Repulse Bay.)

Ian: Thank you for coming today. During the clean-up¹, ④ be careful of sharp objects. ⑤ Always wear gloves when you're picking up the rubbish. Also, don't dump² rubbish into the recycling bins³ before sorting⁴ it.

(After an hour's work, Tom and Liv have collected⁵ ten big bags of rubbish. Ian gives them the thumbs up.)

Ian: Don't forget to spread the word. Invite your friends and families to clean up beaches and the ocean ...

1. What are the functions of the underlined imperatives? Complete the table by writing ① – ⑤.

(i) to give orders	2	(iv) to make requests	
(ii) to give advice		(v) to give invitations	
(iii) to give instructions			

2. Find an example of the negative form of imperatives.

PART 1 Imperatives

Imperatives use the base form of the verbs. They have the following functions:

Functions	Examples	
To give commands or orders	<ul style="list-style-type: none"> ▪ <i>Keep quiet.</i> ▪ <i>Close the door.</i> 	The understood subject is <i>you</i> .
To give advice or warnings	<ul style="list-style-type: none"> ▪ <i>Be nice to your parents.</i> (advice) ▪ <i>Be careful!</i> (warning) 	
To give instructions	<i>Leave the face cream on for five minutes. Then rinse thoroughly with water.</i>	
To make requests	<i>Pass me the salt, please.</i>	
To make offers or give invitations	<ul style="list-style-type: none"> ▪ <i>Help yourself to some cake.</i> (offer) ▪ <i>Let's go for a picnic.</i> (invitation) 	The subject is <i>we</i> .



DRILL

Exercise 1

Are the following sentences correct? If yes, put a tick (✓). If no, write the correct answer.

1. Puts the plastic bottle into the recycling bin.

Put the plastic bottle into the recycling bin.

2. Let play chess.
-

3. Getting off my lawn!
-

4. Minded the gap between the train and the platform.
-



5. Do drop by sometime.
-

6. Swtiches off the mobile phone in a theatre.
-

7. Lets visit the Science Museum.
-

8. Use the app to start up your smart home.
-

9. Stop talking and opening your books.
-



10. Being good to yourself so that you can be good to others.
-



More to take away

drop by (also drop in) (phr. v.) = to make a casual visit

PART 2 Common expressions

We often use the following expressions with imperatives.

Expressions	Examples	Expressions	Examples
Please, please.	<ul style="list-style-type: none"> ▪ Please lend me a hand. ▪ Open the windows, please. 	Stop ...	Stop running.
Let's ... Let me ...	<ul style="list-style-type: none"> ▪ Let's go hiking. ▪ Let me hold the bag for you. 	Always ...	Always be curious.
Remember ...	Remember to bring a gift.	Just ...	Just do it.

Reminder!

We use *let me* or *let's* to refer to a first-person subject.

- **Let me** see. *What have I done wrong?* (= I should check my mistake.)
- **Let's** remember to set the alarms. (= We should remember to set our alarms.)



Exercise 2

Look at the pictures and complete the sentences.

1. Stop playing video games.



2. Let me _____



3. Let's _____



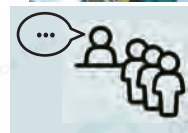
4. Please stop _____



5. Remember _____



6. _____ please.



7. Always _____



8. Please _____



PART 3 Using imperatives with *if* and *when*

We can use *if* and *when* with imperatives.

- *If you are not fit enough, do more exercise. / Do more exercise if you are not fit enough.*
- *When there is an emergency, call 999. / Call 999 when there is an emergency.*



Exercise 3

Lola is chatting with Rosie. Complete the conversation using the correct form of the given words. Some words can be used MORE THAN ONCE.

just please always stop let's let me when if

Lola: Hello, Rosie! John's birthday is coming. (1) Let's organise (organise) a party for him!

Rosie: Good idea! (2) _____ (ask) my mum and dad if we can do it at my place.

Lola: Thanks. (3) _____ (check) the dates with them (4) _____ you are home. By the way, who should we invite? Can we not have Leo? He always spoils the mood when he says something mean.

Rosie: Alright, we won't have him. About the food and drinks, (5) _____ (prepare) them by ourselves. Lola, (6) _____ possible, (7) _____ (make) a chocolate cake. Your cakes are amazing!

Lola: Sure, my pleasure. Do you know the secret of my recipe?

Rosie: Of course, (8) _____ (add) some espresso powder for a bittersweet flavour (9) _____ the cake is done! Although I know the trick, I can never beat you at baking.



Lola: (10) _____ (flatter) me!

Rosie: Well ... For the decoration, (11) _____ (take care) of that. I have some ideas.

Lola: OK, that's pretty much for now. (12) _____ (send) invitations to our friends.

Rosie: I'll do it tonight. (13) _____ (keep) each other posted on the plan.

PART 4 Negative imperatives

We form negative imperatives in the following ways:

- *Do not cross the road at a red light.*
- *Don't interrupt when someone is talking.*
- *Don't ever leave young children unattended.*
- *Let's not eat out tonight.*

X Don't never leave ...

✓ Never leave ...

X Let's don't eat out ...



More to take away

flatter (v.) = to praise somebody to make them feel good



Exercise 4

Dr Adams is showing his students around the laboratory. Complete what he says using the correct form of the given verbs. Use the negative form where necessary.

Safety is our top concern. Let me (1) explain (explain) to you the basic rules. First of all, (2) _____ (use) the equipment without permission. You can enter the laboratory only under supervision. Second, (3) _____ (eat) or drink in the laboratory. Third, do (4) _____ (wear) safety goggles when you work with chemicals. Fourth, always (5) _____ (read) the hazard labels before you handle the chemicals. Fifth, if you have long hair, (6) _____ (tie) it back. Sixth, (7) _____ (never / leave) an ongoing experiment unattended. Seventh, (8) _____ (ever / dispose of) chemical waste without my instructions. Finally, let's (9) _____ (forget) to wash our hands thoroughly after experiments.

Grammar Wrap-up

Gigi is editing a poster. There are some mistakes. Correct the underlined mistakes and write the correct words in the spaces provided.

Air Travel Tips

Before Going to Airport

- (1) Let me check the status of the airport and your flight.
- (2) Packing your carry-on luggage. (3) Never make sure it fits the required size.
- (4) Put any hazardous materials, such as aerosols and non-rechargeable batteries, in your luggage. Please
- (5) taking time to go through the list of prohibited items.



Before Boarding

- Remember (6) have your passport and boarding pass ready.
- Always (7) places all liquids in containers no larger than 100 ml.

On Board

- (8) Paid attention to the instructions given by the flight attendants.
- Fasten your seat belt (9) and the seat belt sign is on.
- (10) Remember there is an emergency, assume the brace position.

1. Check
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Grammar in Pre-DSE Text Type

Theme: Science and environment

Alisa is writing a story about the invention of worm toilets. Complete the story using the correct form of the given verbs.

give up on not continue think imagine join
stop use read not forget come up with

Words by
Theme



The Toilet Revolution

Marie was a scientist. She worked in the field of public health¹.

So did her husband, Theo.

'(1) _____ Read _____ this news article,' Marie said to Theo.



Theo read, 'Diarrhoea² kills more than 500,000 children every year as they do not have access to clean toilets.'



Marie replied, '(2) Let me _____ an invention³ that changes the situation.'



Her husband doubted it, 'It is nearly impossible. (3) _____ pondering over it.'

'(4) _____ inventing a toilet that requires no traditional sewage⁴ system. We'll solve the problem!' she insisted. '(5) _____ me for this project, please.' Seeing his wife being so excited, he decided to help her out.

In the years that followed, Marie and Theo did extensive research⁵ but they did not have any breakthroughs⁶. 'Let's (6) _____ the project,' she sighed and lowered her head. 'Wind-powered⁷ toilets just do not work.'

'When you reach a dead end, (7) _____ outside the box,' he encouraged her. 'If wind power does not work, (8) _____ another power source.'



Six months later, they discovered a kind of worm that could change human waste into clean gas and water. When Marie and Theo received the Dupont Prize, a prestigious prize for scientists, Marie remarked, 'Never (9) _____ your goal, and (10) _____ to stay the course.'



More to take away

diarrhoea (n.) = an illness often caused by a stomach flu

ponder (v.) = to think carefully and seriously about something

We can use imperatives in narrative writing, such as stories and diary entries. We can use them to give commands or orders, advice or warnings, instructions and invitations or to make requests and offers.

- **Cut down** on your rubbish. **Let's save** our planet together. (to give advice and make invitations)
- **Please hold on** and **get** yourself a drink first. (to make requests and make offers)
- **Never say** never. (negative imperatives)

Version 1

Jake is writing a sci-fi story. Read the first chapter and pay attention to the underlined parts.

Chapter One: The Worst Dream

Louis woke up. He had a terrible headache. He found that he was lying in a capsule. 'Welcome to Explorer Spaceship,' an announcement came. **(1)** You should not move and wait for a while. You may feel dizzy. **(2)** By the time you feel better, you can leave the capsule.'

He climbed out feebly. The room was filled with sleep pods. Some men walked around looking busy. **(3)** You must report to the command centre. **(4)** You can go straight and then turn left,' one of the men told him. **(5)** You should bring your identity card. It's in the capsule.'

He confusedly followed the instructions and arrived at the centre. A robot greeted him, 'I am Commander Smith. **(6)** I should process the data in your ID card.' She scanned his card and said, 'Alright. **(7)** We shall talk about your assigned task. It is to repair the navigation system.'

'I don't get it. **(8)** Can you elaborate on what's happening?' Louis replied.

(9) You should not think too much. Your memory will return soon,' Smith consoled him and explained, 'It is now 2095. The world ended 57 years ago. All survivors had to find a new planet to live on. Of all the passengers, you are the only one who knows how to fix the system.' Louis looked overwhelmed and helpless. She continued, **(10)** You should not underestimate yourself. **(11)** You should consider getting some rest now.'

The next day, Smith gave Louis a floating toolbox. When he touched the kit, he recalled a moment back in 2038—**(12)** We shouldn't accept the offer, Louis,' his wife had hidden the tools from him and yelled. 'It's crazy to control the climate. Project X will destroy the earth and kill us all!'

Version 2

Rewrite the underlined parts in Version 1 using the given words.

Chapter One: The Worst Dream

Louis woke up. He had a terrible headache. He found that he was lying in a capsule. 'Welcome to Explorer Spaceship,' an announcement came. '(1) Don't move and wait for a while. (*Don't ...*) You may feel dizzy. (2) _____ (*Leave ... when ...*)'

He climbed out feebly. The room was filled with sleep pods. Some men walked around looking busy.

'(3) _____ (*... please*) (4) _____

_____ (*Just ...*)' one of the men told him. '(5) _____
_____ (*Don't forget ...*) It's in the capsule.'

He confusedly followed the instructions and arrived at the centre. A robot greeted him, 'I am Commander Smith. (6) _____

_____ (*Let me ...*)' She scanned his card and said, 'Alright. (7) _____
_____ (*Let's ...*) It is to repair the navigation system.'

'I don't get it. (8) _____ (*Please ...*)'

Louis replied.

'(9) _____ (*Stop ...*)

Your memory will return soon,' Smith consoled him and explained, 'It is now 2095. The world ended 57 years ago. All survivors had to find a new planet to live on. Of all the passengers, you are the only one who knows how to fix the system.' Louis looked overwhelmed and helpless. She continued,

'(10) _____ (*Never ...*)

(11) _____ (*Get ...*)'

The next day, Smith gave Louis a floating toolbox. When he touched the kit, he recalled a moment back in 2038—'(12) _____

(*Let's not ...*)' his wife had hidden the tools from him and yelled. 'It's crazy to control the climate.

Project X will destroy the earth and kill us all!'



Brain Breaks

What may cause the end of the world?

