

UNIT **3** Work

# Simple Present: Part 1





- ◀ A worker on top of the John Hancock skyscraper in Chicago, Illinois, USA

# Lesson 1

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Simple Present:  
Affirmative  
Statements;  
Irregular Verbs:  
*Do, Go, and Have*

# Lesson 2

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# Simple Present: Negative Statements; Prepositions of Time (part 2); *Like, Need, Want*

## Lesson 3

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## Verbs + Objects; Object Pronouns

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**EXPLORE**

CD1-30

- 1 **READ** the article about Doctor Bugs. Notice the words in **bold**.

## Doctor Bugs

Most people don't like bugs, but Doctor Mark Moffet **loves** them! In fact, his nickname is Doctor Bugs. He's a photographer and an entomologist. An entomologist **studies** bugs.

Doctor Moffett's favorite bug is the ant. He **goes** all over the world to study ants. He **watches** them as they **eat, work, rest, sleep, and fight**.

He **takes** photographs of the ants. He **lies** on the ground with his camera and **waits** for the right moment. The ants and other bugs often **bite** him, but that doesn't stop Doctor Bugs. He **has** an interesting and unusual job, and he **loves** it!



▲ Doctor Mark Moffett



**2 CHECK.** Read the list of verbs in the chart. Who does each action? Check (✓) the correct column.

Verbs	Doctor Moffett	Ants
1. studies		
2. fight		
3. waits		
4. bite		

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Look at the list of verbs in exercise **2**. Then find other verbs in the article from exercise **1**.

Doctor Moffett	Ants
goes	eat

**B** Look at the charts from exercise **2** and exercise **A**. Choose the correct answer to each statement. Then discuss your answers with your classmates and teacher.

1. The verbs under *Doctor Moffett* end in -s / do not end in -s.
2. The verbs under *Ants* end in -s / do not end in -s.

◀ Leaf cutter ants

# LEARN

## 3.1 Simple Present: Affirmative Statements

Subject	Verb		Subject	Verb	
I			He		
You			She		
We			It		
You	work	every day.	My brother	works	every day.
They					
Tom and Sue					

1. Use the simple present to talk about habits or routines, schedules, and facts.

Habit or Routine: I **exercise** every day.  
Schedule: She **starts** work at eight.  
Fact: It **rains** a lot in April.

2. Add *-s* to the verb for *he*, *she*, *it*, and singular subjects.

He **drives** to work.  
She **works** in an office.  
The bank **opens** at 9:00 a.m.

3. Do not put *be* in front of another verb in the simple present.

✓ He works at a bank.  
✗ He is work at a bank.

- 4** Circle the correct form of the verb to complete each sentence.

1. Doctor Moffett **love** / **loves** his job.
2. He **study** / **studies** ants.
3. A salesperson **sell** / **sells** products for a company.
4. You and Anita **work** / **works** on weekends.
5. Nurses **help** / **helps** people.
6. We **write** / **writes** science books.
7. Our office **close** / **closes** at 7:00 p.m.
8. She **take** / **takes** classes at the business school.
9. You **walk** / **walks** to work every day.
10. I **start** / **starts** work at 8:00 a.m. every morning.

- 5 WRITE & SPEAK.** List three activities you do often. Share your sentences with a partner. Then tell the class about your partner.

Student A: *I study. I play games. I talk with my friends.*

Student B: *Maria studies. She plays games. She talks with her friends.*

**6** Complete each sentence with the correct form of the verb in parentheses.

1. A zookeeper \_\_\_\_\_ (feed) animals.
2. Computer programmers \_\_\_\_\_ (write) software.
3. Photographers \_\_\_\_\_ (take) photos.
4. A chef \_\_\_\_\_ (cook) food.
5. A firefighter \_\_\_\_\_ (fight) fires.
6. Musicians \_\_\_\_\_ (play) instruments.
7. A farmer \_\_\_\_\_ (work) on a farm.
8. A dancer \_\_\_\_\_ (dance).

▼ A zookeeper feeds a rhino at the Sedgwick County Zoo in Wichita, Kansas, USA.



### 3.2 Simple Present Spelling Rules: -s and -es Endings

1. Add -s to most verbs.

close-closes	love-loves	stop-stops
dance-dances	open-opens	take-takes
exercise-exercises	play-plays	write-writes
feed-feeds	put-puts	work-works

2. Add -es to verbs ending in -sh, -ch, -s, -x, and -z.

wash-washes	dress-dresses	buzz-buzzes
teach-teaches	relax-relaxes	

3. Change -y to -i and add -es to verbs ending in a consonant + y.

carry-carries	copy-copies	study-studies
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See page **A2** for additional spelling rules for -s, -es, and -ies endings.

**7** Write each verb with the correct *-s*, *-es*, or *-ies* ending.

- |                  |         |                 |
|------------------|---------|-----------------|
| 1. study _____   | studies | 8. help _____   |
| 2. fish _____    |         | 9. miss _____   |
| 3. pass _____    |         | 10. fly _____   |
| 4. worry _____   |         | 11. fix _____   |
| 5. explore _____ |         | 12. watch _____ |
| 6. bite _____    |         | 13. like _____  |
| 7. buy _____     |         | 14. pay _____   |

### 3.3 Irregular Verbs: *Do*, *Go*, and *Have*

Subject	Verb		Subject	Verb	
I	do	the dishes every day.	He	does	the dishes every day.
You	go	to work at 7:00 a.m.	She	goes	to work at 7:00 a.m.
We			It		
You	have	dinner at 6:00 a.m.		has	dinner at 6:00 a.m.
They					

The verbs *do*, *go*, and *have* are irregular for *he*, *she*, *it*, and singular subjects.

She **goes** home at six-thirty.  
He **has** a meeting at two-thirty.  
John **does** the laundry on Sunday night.

**8** Complete the paragraphs with the correct form of the verbs in parentheses.

### Manuel and Lila Vega

Manuel and Lila Vega (1) have (have) a busy lifestyle. Manuel is a doctor at a hospital. He works at night, so he (2) go (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Lila works at a bank. She (3) go (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week.

Manuel and Lila also (4) have (have) two children, Luis and Carla. Every morning they all (5) have (have) breakfast together at 7:30. Then, Luis and Carla (6) go (go) to school, and Lila (7) go (go) to work. Manuel (8) do (do) the dishes, and then (9) go (go) to bed. Carla usually (10) do (do) her homework at a friend's house in the afternoon, and Luis (11) have (have) soccer practice. Manuel gets up at 4:00 p.m. At 6:00 p.m., he (12) have (have) dinner with Lila, Luis, and Carla. After dinner, he (13) go (go) to work. Manuel and Lila (14) have (have) a busy schedule during the week, but on weekends they relax.

# PRACTICE



CD1-31

- 9 Complete the paragraph with the correct form of the verbs in parentheses. Then listen and check your answers.

## Bush Pilots

Bush pilots (1) have (have) interesting jobs. They (2) fly (fly) special planes to Alaska's bush country. (This is a wild area, far away from cities with airports.) Bush pilots (3) carry (carry) people or supplies in their bush planes. They also (4) help (help) rescue people.

Paul Claus is a famous bush pilot. He (5) have (have) a lot of experience, and he is an excellent pilot. Paul also (6) own (own) a hotel in Alaska. He (7) fly (fly) customers to his hotel and (8) take (take) them on adventures. He (9) go (go) to interesting places with them. It's an exciting job!



▲ Bush planes on a glacier in Denali National Park, Alaska, USA

- 10 EDIT. Read the paragraph. Find and correct five more errors with the simple present.

Bill is a mechanic. He know a lot about cars. He work at a garage. He fix cars and talks to customers. They asks questions about their cars. Bill works from 8:00 a.m. to 6:00 p.m. every day. He haves a busy schedule, but he like his job very much.

- 11 PRONUNCIATION. Read the chart and listen to the examples. Then complete the exercises.



CD1-32

### PRONUNCIATION Simple Present -s and -es Endings

The ending of third-person singular verbs has three sounds: /s/, /z/, /əz/	/s/ walks	/z/ pays	/əz/ fixes
1. Say <b>/s/</b> after /p/, /t/, /k/, and /f/ sounds.	stop-stops	put-puts	work-works
2. Say <b>/z/</b> after /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, and /ð/ sounds, and after vowel sounds.	rub-rubs read-reads bag-bags feel-feels	come-comes spin-spins sing-sings hear-hears	love-loves bathe-bathes pay-pays go-goes
3. Say <b>/əz/</b> after verbs that end in /s/, /z/, /ʃ/, /tʃ/, /dʒ/, and /ks/.	kiss-kisses buzz-buzzes	wash-washes watch-watches	judge-judges relax-relaxes

See page A4 for a guide to pronunciation symbols.



CD1-33

- A** Read the sentences about Rick's schedule. Then listen and circle the sound you hear for the verb in each sentence.

### Rick's Schedule

- |   |       |     |      |
|---|-------|-----|------|
| 1. Rick <b>wakes</b> up at 6:15 a.m. every morning. | (/s/) | /z/ | /əz/ |
| 2. He <b>jogs</b> for an hour in the park.          | /s/   | /z/ | /əz/ |
| 3. Then he <b>takes</b> a shower.                   | /s/   | /z/ | /əz/ |
| 4. He <b>brushes</b> his teeth.                     | /s/   | /z/ | /əz/ |
| 5. He <b>eats</b> breakfast at 7:45.                | /s/   | /z/ | /əz/ |
| 6. He <b>reads</b> the newspaper.                   | /s/   | /z/ | /əz/ |
| 7. He <b>washes</b> the dishes.                     | /s/   | /z/ | /əz/ |
| 8. Then he <b>drives</b> to work.                   | /s/   | /z/ | /əz/ |
| 9. He <b>starts</b> work at 8:30.                   | /s/   | /z/ | /əz/ |
| 10. He <b>goes</b> home at 5:30.                    | /s/   | /z/ | /əz/ |
| 11. He <b>relaxes</b> on Saturday and Sunday.       | /s/   | /z/ | /əz/ |
| 12. He <b>loves</b> weekends!                       | /s/   | /z/ | /əz/ |

- B** Work with a partner. Practice reading the sentences from exercise **A**. Pay attention to the pronunciation of the -s and -es endings.

## 12 LISTEN & SPEAK.



CD1-34

- A** Look at the list of activities in the chart. Then listen to the conversation between two teachers. Who does each activity? Check (✓) the correct column(s).

	Alvaro	Galina
1. lives in Ecuador	✓	
2. lives in Russia		
3. teaches at a university		
4. teaches at a high school		
5. teaches biology		
6. gets up early		
7. goes home at 3:00 p.m.		
8. goes home at 6:00 p.m.		
9. meets with students after class		
10. relaxes on Saturday		

- B** Compare your answers from exercise **A** with a partner. Then practice saying sentences about Alvaro and Galina. Use the information from the chart.

*Alvaro lives in Ecuador.*

- C** In your notebook, write sentences about Alvaro and Galina. Use the chart from exercise **A** to help you.

Alvaro lives in Ecuador.

### 13 READ, SPEAK & WRITE.

- A** Read the e-mail about Rosa's new job. Guess her job. Then discuss your idea with a partner.

To: Sato, Akiko  
Subject: New Job!

Hi Akiko,

Good news! I have a new job. I work for an office supply company. I have a busy schedule, but I love the work. On Monday, I go to the office. I meet with my boss and plan my schedule for the week. I visit customers and sell our products during the week. I drive to different cities here in New York. I also fly to California every month. I work really hard, but the job pays well, so I'm happy.

See you soon!

Rosa

- B** Write five sentences about Rosa's new job. Use the information from the e-mail in exercise **A**.

Rosa goes to the office on Monday.

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- 14 APPLY.** In your notebook, write a paragraph about a friend's or family member's job. Do not write the name of his or her job. Use the model to help you.

My cousin Maya has an interesting job. She has ballet class every morning. Then, she goes to the gym and exercises for two hours. She has a short break after lunch, and then she practices her dances. She gives performances on the weekends.

- B** Work with a partner. Exchange paragraphs and try to guess the person's job.

**EXPLORE**

CD1-35

- 1 **READ** the article about life on the International Space Station. Notice the words in **bold**.

## Life on the Space Station

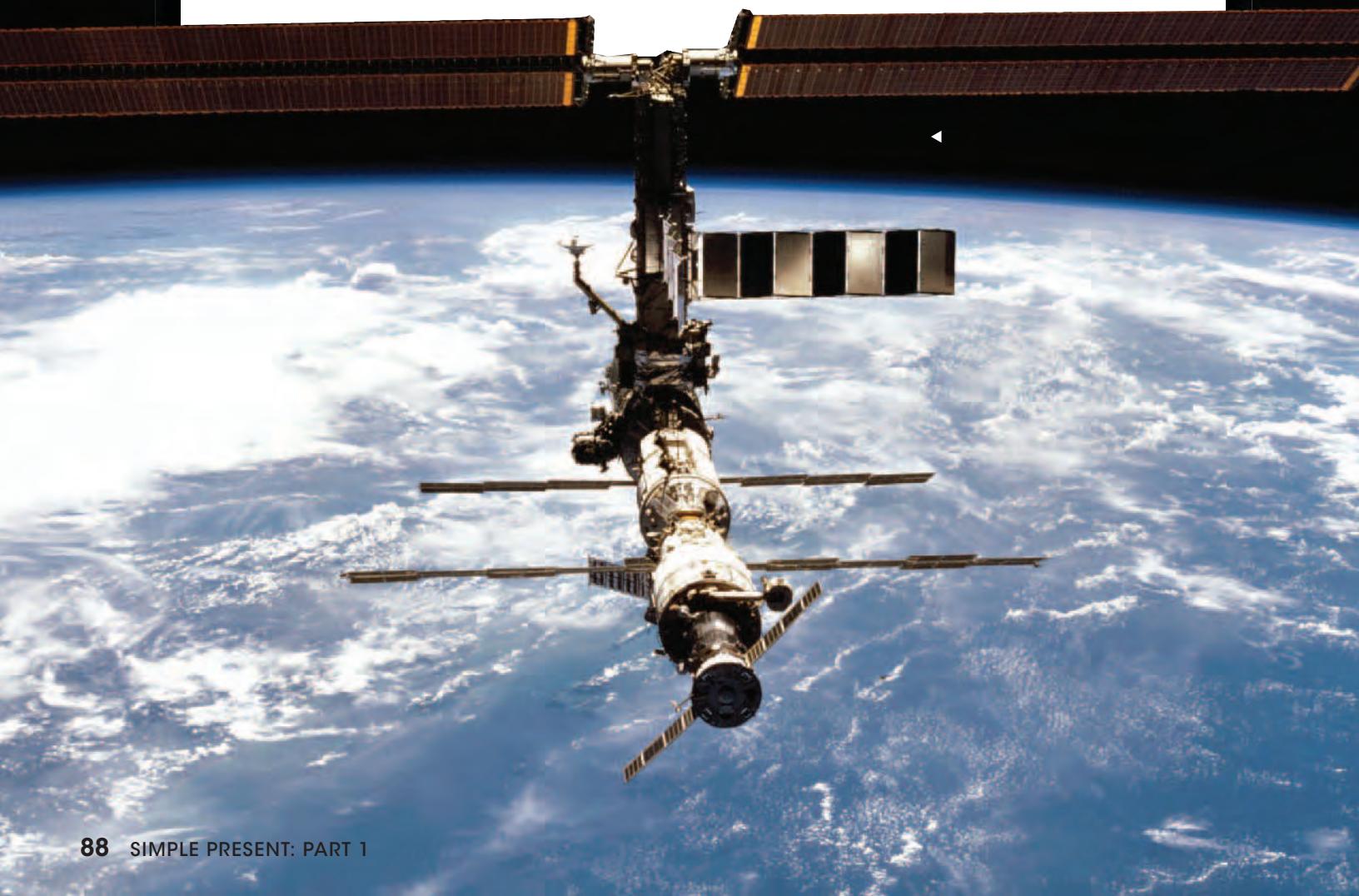
Astronauts on the International Space Station have a busy schedule. Every day they wake up at 7:00 GMT.<sup>1</sup> **From 7:00 to 8:00**, they wash up and eat breakfast. **At 8:00 in the morning**, they call Ground Control<sup>2</sup> in their countries. After they talk to Ground Control, their workday begins. The astronauts **don't do** the same thing every day. Their schedules change every week.

The astronauts **don't work** all the time. Each day they exercise for an hour **in the morning** and an hour **in the afternoon**. After dinner, they have free time. Then, it's time to go to sleep. Sometimes this isn't easy because the sun rises and sets 16 times each day on the space station.

The astronauts' work **doesn't end** on Friday. They work a half day **on Saturday** and all day **on Sunday**. Astronauts are very busy people.

<sup>1</sup> **GMT:** Greenwich Mean Time

<sup>2</sup> **Ground Control:** People on Earth who work with astronauts in space.





## 2 CHECK.

Match each of the astronauts' activities with the correct time.

- |  |  |
|--|--|
| 1. They wash up and have breakfast. <u>d</u> | a. at 8:00 in the morning                                  |
| 2. They talk to Ground Control. _____        | b. after dinner  |
| 3. They exercise. _____                      | c. on Saturday   |
| 4. They have some free time. _____           | d. from 7:00 to 8:00 in the morning                        |
| 5. They need to work a half day. _____       | e. for an hour in the morning and an hour in the afternoon |

## 3 DISCOVER.

Complete the exercises to learn about the grammar in this lesson.

**A** Find these sentences in the article from exercise 1. Write the missing words.

1. The astronauts don't \_\_\_\_\_ the same thing every day.
2. Astronauts don't \_\_\_\_\_ all the time.
3. The astronauts' work doesn't \_\_\_\_\_ on Friday.

**B** Look at the sentences from exercise A. Then circle **T** for *true* or **F** for *false* for each statement below. Discuss your answers with your classmates and teacher.

1. Use the base form of the verb after *don't*.

**T**      **F**

2. Add an *-s* to the base form of the verb after *doesn't*.

**T**      **F**

# LEARN

## 3.4 Simple Present: Negative Statements

Subject	Do Not/ Don't	Base Form of Verb	Subject	Does Not/ Doesn't	Base Form of Verb
I			He		
You			She		
We			It		
You	do not don't	work.		does not doesn't	work.
They					

**Be careful!** In negative statements with *does not* or *doesn't*, do not add *-s* to the base form of the verb.

✓ She **doesn't exercise** every day.

✗ She doesn't exercises every day.

### 4 Circle *doesn't* or *don't* to complete each sentence.

1. An astronaut on the International Space Station **doesn't / don't** have a lot of free time.
2. Astronauts **doesn't / don't** work all day on Saturday.
3. An astronaut **doesn't / don't** have the same schedule every day.
4. We **doesn't / don't** work on weekends.
5. I **doesn't / don't** work in an office.
6. My office **doesn't / don't** have a window.
7. She **doesn't / don't** travel for her job.
8. You **doesn't / don't** have a busy schedule.

### 5 Change each affirmative statement to a negative statement.

1. My brother has a job. My brother doesn't have a job.
2. I drive to work. \_\_\_\_\_
3. Pilots fix planes. \_\_\_\_\_
4. Our teacher does homework. \_\_\_\_\_
5. I go to the gym in the morning. \_\_\_\_\_
6. We have class on Sunday. \_\_\_\_\_
7. You teach biology. \_\_\_\_\_
8. We have an exam on Saturday night. \_\_\_\_\_

**6 SPEAK.** Work with a partner. Make negative statements with the words below.

I ...	work
My mother ...	study
My father ...	exercise
My ...	drive to class/work

Student A: *I don't drive to class.*

Student B: *My mother doesn't study.*

### 3.5 Prepositions of Time (Part 2)

1. Many time expressions are prepositional phrases. A prepositional phrase is a preposition + a noun.

Preposition Noun  
at three-thirty  
in the afternoon  
at night  
on Sunday

2. **Remember:** Use **at** with specific times and in the phrase **at night**.

Use **in** with *morning*, *afternoon*, and *evening*.

Use **on** with days of the week and specific dates.

The bank opens **at** nine o'clock.  
We relax **at** night.

We go to work **in** the morning.  
We eat dinner **in** the evening.

I don't work **on** Saturday.  
The meeting is **on** Monday afternoon.  
His birthday is **on** November 25th.

3. To show when an activity begins and ends, use **from . . . to**.

She works **from** nine **to** five-thirty.

4. Use **until** to talk about an activity that continues up to a specific time.

The bank is open **until** four o'clock.

5. A sentence can have more than one prepositional phrase.

He wakes up at five-thirty in the morning.

For Prepositions of Time (Part 1), see Unit 2, Lesson 3.

- 7** Underline the prepositional phrases in these sentences.

1. We have class from 9:40 to 10:50.
2. On Wednesday, I have class until 3:30.
3. The party is on Saturday night.
4. The meeting doesn't end until 3:00.
5. My workweek is from Monday to Friday.
6. I work from 9:00 to 7:00 on Tuesday and Wednesday.
7. I don't work on weekends.
8. She doesn't get home until 4:00 in the afternoon.

#### REAL ENGLISH

To be less specific, we use *around* and *about*.

*We usually eat dinner at **about** 8:00. (We don't eat exactly at 8:00 every night.)*

*I usually leave work at **around** 6:00. (I don't leave work at exactly 6:00 every night.)*

**8** Complete each sentence with the correct preposition(s).

1. She works at night.
2. The meeting is \_\_\_\_\_ Wednesday afternoon.
3. I sleep \_\_\_\_\_ 9:30 \_\_\_\_\_ the morning \_\_\_\_\_ Saturday.
4. I work \_\_\_\_\_ Monday \_\_\_\_\_ Friday.
5. Class starts \_\_\_\_\_ 8:30 \_\_\_\_\_ the morning.
6. We study \_\_\_\_\_ night.
7. The library is open \_\_\_\_\_ eleven o'clock \_\_\_\_\_ night.
8. I have lunch \_\_\_\_\_ 12:00 \_\_\_\_\_ 1:00 every day.
9. She goes to bed \_\_\_\_\_ 1:00 a.m. \_\_\_\_\_ Friday and Saturday.
10. We have a break \_\_\_\_\_ 10:30 \_\_\_\_\_ 10:45 \_\_\_\_\_ the morning.

**9 WRITE & SPEAK.** Complete the sentences with prepositional phrases of time. Use the prepositions from chart **3.5** on page 91. Then share your sentences with a partner.

1. I have breakfast at 7:00.
2. English class starts \_\_\_\_\_.
3. We have class from \_\_\_\_\_.
4. I have lunch \_\_\_\_\_.
5. I have dinner \_\_\_\_\_.

### 3.6 Like, Need, and Want + Infinitive

Subject	Verb	Infinitive	
I	like		
He	likes	<u>to exercise</u>	in the morning.
We	need		
She	needs	<u>to relax</u>	today.
They	want		
He	wants	<u>to meet</u>	every week.

1. An infinitive is *to* + the base form of the verb.

He likes **to play** soccer.

2. Some verbs are followed by infinitives.

We want to play soccer.  
She needs to call her boss.  
I like to read.

✓ We want to leave.

✗ We want leave.

## 10 Put the words in the correct order to make sentences.

1. Saturday / to / work / They / need / on \_\_\_\_\_ *They need to work on Saturday.*
2. He / have / lunch / wants / at / 1:00 / to \_\_\_\_\_
3. tonight / to / need / work / until / 7:00 / You \_\_\_\_\_
4. need / buy / I / to / computer / a / new \_\_\_\_\_
5. She / play / to / likes / tennis \_\_\_\_\_
6. want / watch / to / the game / We \_\_\_\_\_
7. to / He / study / in the library / likes \_\_\_\_\_
8. need / I / do / my homework / to \_\_\_\_\_
9. need / I / my / call / mother / to \_\_\_\_\_
10. ask / to / wants / a / She / question \_\_\_\_\_

## PRACTICE

### 11 SPEAK.

- A** Work with a partner. Complete the sentences with information about yourself. Use prepositional phrases, the simple present, and infinitives.

I get up ...	I like ... on weekends.
I have breakfast ...	I need ... today.
On weekends, I sleep until ...	I do my homework ...
I go to bed ...	I want to ...

Student A: *I go to bed at midnight.*

Student B: *I do my homework in the morning.*

- B** Work in a group. Say three sentences about your partner. Use the information from exercise **A**.

Student A: *Sun-hee does her homework in the afternoon.*

Student B: *Walid goes to bed at midnight.*

Student C: *Maria likes to relax on Sundays.*

### REAL ENGLISH

Use *on weekends* to talk about activities that happen every weekend or on most weekends.

*We relax on weekends.*

*She doesn't work on weekends.*

## 12 READ, WRITE & SPEAK.

- A** Read the information about Lia. Then complete the sentences in the chart below with the correct form of the verbs in parentheses and the correct prepositions of time.

Lia is from Indonesia. She works in Toronto, Canada. This is her first time away from home, and she misses her life in Indonesia. Her life is very different in Canada!

In Indonesia
1. Lia's mother _____ <i>cooks</i> (cook) breakfast for her.
2. Lia _____ (have) classes _____ 9:30 _____ 12:30 from Monday to Saturday.
3. Lia _____ (go) out with her friends _____ weekends.
In Canada
4. Lia's mother _____ (not cook) breakfast for her.
5. Lia _____ (have) breakfast at a coffee shop _____ about 7:15 _____ the morning.
6. Lia _____ (not have) classes _____ the morning.
7. She _____ (work) _____ 9:00 _____ 5:00 _____ Monday _____ Friday.
8. She also _____ (study) at a business school because she _____ (want to) start a business in Indonesia someday.
9. She _____ (have) a class _____ 6:00 _____ 9:00 _____ night _____ Tuesday and Thursday.
10. Lia _____ (not have) many friends in Toronto.
11. She _____ (not go) out _____ weekends.
12. She _____ (be) lonely.
13. She _____ (miss) her friends in Indonesia.

- B** Is your life similar to Lia's life, or is it different? Complete the sentences with information about your life.

1. My life is (similar to / different from) Lia's life. In the morning, I \_\_\_\_\_.
2. During the day, I \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.
3. At night, I \_\_\_\_\_.
4. I \_\_\_\_\_ friends in \_\_\_\_\_.
5. On weekends, I \_\_\_\_\_.
6. I \_\_\_\_\_ lonely.

- C** Work with a partner. Share your sentences from exercise **B**.

*My life is different from Lia's life. In the morning, I have breakfast at home.*

**13 EDIT.** Read the paragraph. Find and correct six more errors with negatives and prepositions of time.

Iris is a reporter. She works for a newspaper. She asks questions and writes articles. **doesn't**  
She **don't** drive to work. She walks. She **don't** work in the morning. She works from 2:00 p.m. in 11:00 p.m. She **doesn't** goes to bed early. She goes to bed on 1:00 a.m. She **doesn't** work at Saturday and Sunday. She relaxes in weekends.



**14** Complete the conversation below. Use words from the box. You can use some words more than once. Then listen and check your answers.

work have from at to in on

**Ted:** Hi, Jana!

**Jana:** Hey, Ted! How about coffee sometime? (1) I'm free in the morning on Thursday.

**Ted:** (2) I                  class in the morning.  
(3) How about        2:00?

**Jana:** Sorry. I'm not free then. (4) I                  soccer practice        2:00  
       4:00. How about Saturday?

**Ted:** I'm sorry. (5) I                  on Saturday        9:00        5:00.  
How about Sunday afternoon?

**Jana:** Sure. That sounds good. (6) How about        2:00?

**Ted:** Great. See you then!

**REAL ENGLISH**

Use *How about . . . ?* to make suggestions.

A: *Hi. How about coffee this afternoon? I'm free at 4:00.*

B: *Sorry. I work from 9:00 to 5:00.  
How about Saturday afternoon?*

**15 SPEAK.** Work with a partner. Partner A, look at the schedule on this page. Partner B, look at the schedule on page **A5**. Do not show each other your schedules. Find a time to meet for coffee. Use the suggestions and answers from the chart below.

Partner A's Schedule



Suggestions	Answers
How about coffee sometime? How about (time of day)? How about (time)? OK. See you then.	Sure. That sounds good. I'm sorry. I have <u>(class / practice / work / a meeting)</u> . Great.

## 16 LISTEN & SPEAK.



CD1-37

- A Listen to the information about workweeks around the world. Check (✓) the workdays for each country in the chart.

	M	T	W	Th	F	Sat	Sun
Canada							
United States							
Thailand							
Austria							
Saudi Arabia							
United Arab Emirates							
Japan							
India							

- B Work with a partner. Use the information in your chart from exercise A to make true and false statements. Say a statement. Your partner will say “true” or “false” and correct your false statements.

Student A: *People in Canada don't work on Monday.*

Student B: *That's false. People in Canada work on Monday.*

- C Tell your partner about the workweek in your country or a country you know about.

*People in my country work from Monday to Friday. They don't work on Saturday and Sunday.*

- 17 **APPLY.** Write six sentences about the workweeks in different countries. You can write about countries from exercise 16A or use your own ideas.

People in Canada work from Monday to Friday.

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## EXPLORE



CD1-38

**1 READ** the conversation about the elephant keepers in Kenya. Notice the words in **bold**.

# Elephant Keepers

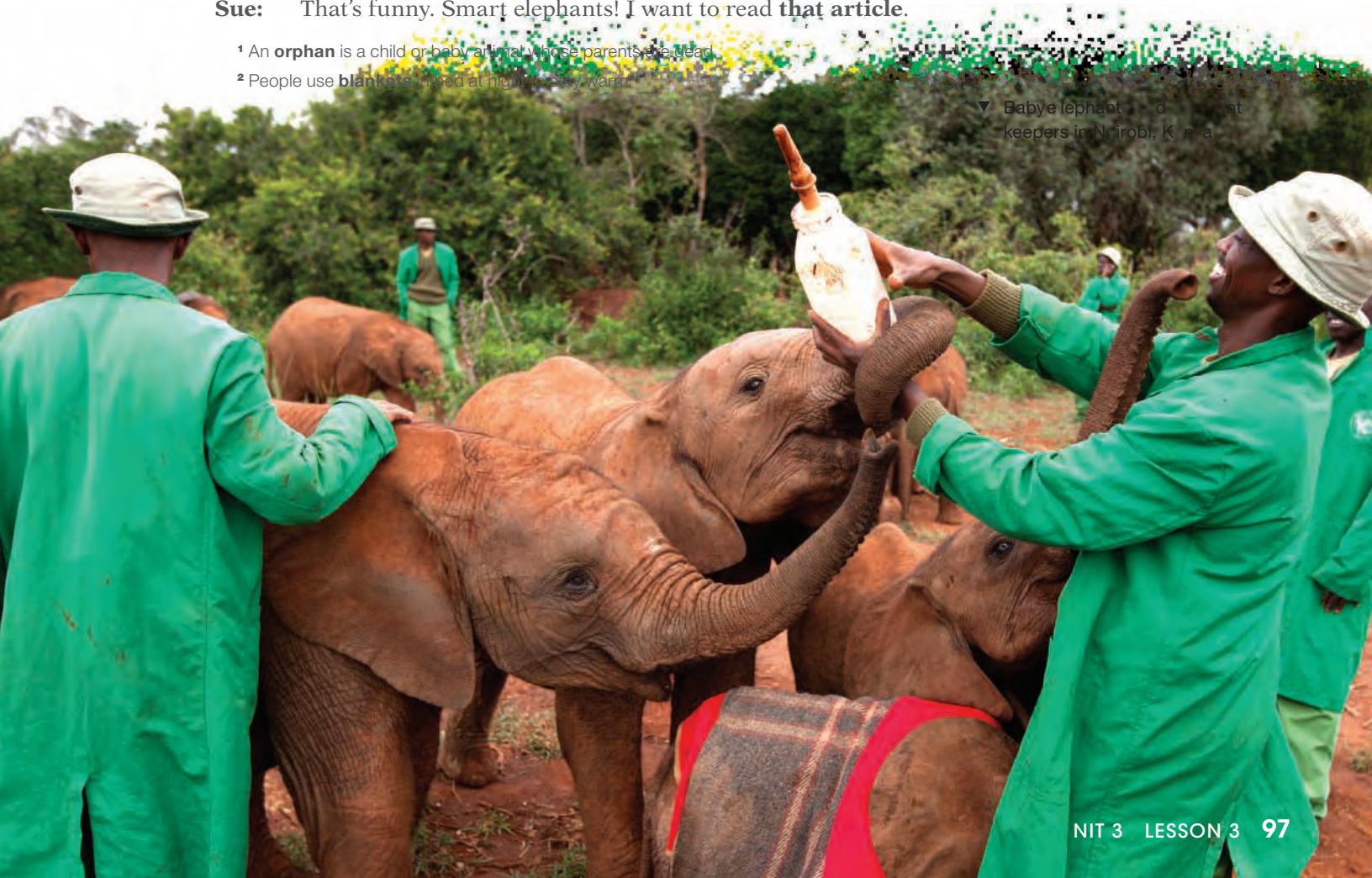
- Bill:** Wow! This is an interesting article.
- Sue:** Oh, baby elephants! Look at **them**! They're so cute! Where are their mothers?
- Bill:** Hunters killed **them**.
- Sue:** That's terrible!
- Bill:** Yeah, it is. These men are elephant keepers. They work at a place for orphan<sup>1</sup> elephants in Kenya. They feed **the baby elephants**, take care of **them**, and even play **soccer** with them.
- Sue:** Hmmm. Elephant keeper. That's an interesting job.
- Bill:** Yes, but it isn't easy. The keepers need to feed **the baby elephants** every three hours.
- Sue:** Really? What about at night?
- Bill:** They need to feed **them** at night, too. The keepers sleep in buildings with the baby elephants. . . Listen to this quote from the article. One of the keepers says, "Every three hours you feel a **trunk** reach up and pull **your blankets**<sup>2</sup> off. The elephants are our alarms."
- Sue:** That's funny. Smart elephants! I want to read **that** article.



<sup>1</sup> An **orphan** is a child or baby animal whose parents are dead.

<sup>2</sup> People use **blankets** in bed at night to stay warm.

▼ Baby elephant drinking from a bottle while being held by a keeper in Nairobi, Kenya.





▲ Baby elephants play with their keeper in a wildlife refuge in Nairobi, Kenya.

**2 CHECK.** Read the false statements about elephant keepers. Then correct each statement to make it true.

✓ elephants

1. The keepers feed the **baby**.
2. Hunters killed the **baby** elephants.
3. The keepers work in Botswana.
4. The keepers sleep in houses with their families.

**3 DISCOVER.** Complete the exercises to learn about the grammar in this lesson.

**A** Look at these sentences from the conversation from exercise **1** on page 97. Notice the words in **bold**. Then choose the correct word to complete the statement below.

1. They feed **the** **baby** **elephants** . . .
2. I want to read **that** **article**.

The words in bold in these sentences are \_\_\_\_.

- a. subjects
- b. objects of the verb

**B** Discuss your answer from exercise **A** with your classmates and teacher.

# LEARN

## 3.7 Verb + Object / Verb + Preposition + Object

Subject	Verb/Verb + Preposition	Object	
I	teach	children.	
He	drives	a bus	every day.
We	listen to	music	a lot.
She	looks at	magazines	in her free time.

1. Many verbs take an object. The object receives the action of the verb. It can be a person or thing.

Doctors help **people**.

We study **English**.

She needs **a new car**.

2. Some verbs are followed by a preposition. Verb + preposition combinations also take an object.

Many people listen to **music**.

I worry about **my grades** a lot.

He waits for his sister every day after class.

**4** Circle the verb and underline the object in each sentence.

1. He helps **baby elephants**.
2. They play soccer.
3. He likes his job.
4. She writes articles.
5. We visit customers every day.
6. You need a new computer.
7. I ride my bike every day.
8. Makiko loves weekends.

**5** Put the words in the correct order to make sentences.

1. has / a / new / job / He He has a new job.
2. A / cars / mechanic / fixes \_\_\_\_\_
3. has / huge / office / a / Jasmin \_\_\_\_\_
4. feed / Zookeepers / animals \_\_\_\_\_
5. her boss / Deanna / every day / talks to \_\_\_\_\_
6. beautiful / photographs / takes / Jay \_\_\_\_\_
7. music / listen to / I / at night \_\_\_\_\_
8. misses / Katrina / her friends \_\_\_\_\_

**6 WRITE & SPEAK.** Complete each sentence with an object. Then share your statements with a partner.

1. I speak \_\_\_\_\_.
2. I talk to \_\_\_\_\_ every day.
3. I watch \_\_\_\_\_ on TV.
4. I listen to \_\_\_\_\_.
5. I like \_\_\_\_\_.
6. I love \_\_\_\_\_.

Student A: *I watch movies on TV.*

Student B: *I love my children.*

### 3.8 Object Pronouns

Subject Pronouns	Example Sentences	Object Pronouns	Example Sentences
I	I like Tina.	me	Tina likes me.
he	He likes Tina.	him	She likes him.
she	She is nice.	her	I like her.
it	It is fun.	it	We like it.
we	We know Al and Eva.	us	They know us.
you	You are friends with Al and Eva.	you	They like you.
they	They are your friends.	them	You like them.

1. Object pronouns replace object nouns.  2. Pronouns refer back to an earlier person or thing.	He rides <u>the bus</u> . → He rides <b>it</b> every day.  I talk to my parents a lot. → I talk to <b>them</b> a lot.  George loves <u>pizza</u> . He eats <b>it</b> every night.  My sister's son and daughter are cute. I love <b>them</b> .
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**7** Complete the exercises.

**A** Circle the object pronoun in each pair of sentences.

1. Angel has a new job. He likes **it** a lot.
2. I'm Cory's boss. He works for me.
3. Sally is Joe's employee. She works for him.
4. My sister lives in Australia. I miss her a lot.
5. It's an excellent newspaper. I read **it** every day.
6. You are in my class. I sit behind **you**.
7. We go to the park on weekends. Henri sometimes comes with **us**.
8. Paulina has two dogs. She walks **them** in the park every morning.

- B** Work with a partner. Look at each sentence in exercise **A** again. What word or phrase does the object pronoun refer back to? Draw an arrow back to it.

1. Angel has a new job. He likes it a lot.

- 8** Complete each sentence with the correct object pronoun.

1. Nico's sister is in town this week. I want to meet her.
2. It's my father's birthday today. I need to call \_\_\_\_\_.
3. She lives near her grandparents. She visits \_\_\_\_\_ on weekends.
4. Alexa has a difficult job, but she likes \_\_\_\_\_.
5. Are those students in our class? I don't know \_\_\_\_\_.
6. The teacher wants to meet with \_\_\_\_\_. She has a question about your homework.
7. Nadia and Jen want to attend the meeting. Please invite \_\_\_\_\_.
8. Fumiko is my best friend. She calls \_\_\_\_\_ every day.
9. Ron and Ella are our neighbors. They live near \_\_\_\_\_.
10. Spinach is my brother's favorite vegetable. He loves \_\_\_\_\_!

## PRACTICE

- 9** Complete the exercises.

- A** Put the words in the correct order to make sentences.

1. thinks / about / He / Linda / every day He thinks about Linda every day.
2. sometimes / Mr. and Mrs. Lee / visit / We \_\_\_\_\_
3. my parents / don't call / I / every day \_\_\_\_\_
4. her sister / Kate / loves \_\_\_\_\_
5. Fiona and Ken / He / sees / at work \_\_\_\_\_
6. music / doesn't / listen to / He / every night \_\_\_\_\_
7. my bike / I / ride / weekends / on \_\_\_\_\_
8. like / doesn't / his job / He \_\_\_\_\_

- B** Look at the sentences in exercise **A**. Replace each object with an object pronoun.

her  
He thinks about Linda every day.

## 10 LISTEN, WRITE & SPEAK.



CD1-39

- A** Listen to the information about three jobs. Match the jobs with the correct names. Write the letter on the line.

a. pet food taster b. crocodile hunters c. golf ball diver

1. Kelly \_\_\_\_ 2. Tim \_\_\_\_ 3. Max and Jackson \_\_\_\_

- B** Read each statement. Then listen again. Circle **T** for *true* and **F** for *false*.

- |   |          |          |
|---|----------|----------|
| 1. Kelly likes her job a lot.             | <b>T</b> | <b>F</b> |
| 2. The company pays Kelly a lot of money. | <b>T</b> | <b>F</b> |
| 3. Tim sells balls at a golf course.      | <b>T</b> | <b>F</b> |
| 4. Tim doesn't wear scuba gear.           | <b>T</b> | <b>F</b> |
| 5. An alligator lives in the lake.        | <b>T</b> | <b>F</b> |
| 6. Max and Jackson live in South Africa.  | <b>T</b> | <b>F</b> |
| 7. Max and Jackson kill crocodiles.       | <b>T</b> | <b>F</b> |
| 8. Max and Jackson are very careful.      | <b>T</b> | <b>F</b> |

- C** All of the statements below are false. Change each statement to make it true. Use a pronoun to replace the words in **bold**.

1. Tim looks for **golf balls** in the ocean.

He doesn't look for them in the ocean. OR He looks for them in a lake.

2. Tim sells **used golf balls**.

3. Tim doesn't like **his job**.

4. Tim doesn't watch for **the alligator**.

5. Kelly likes **her job**.

6. People want **Kelly's job**.

7. Kelly eats **animal food**.

8. The pet food company doesn't pay **Kelly**.

9. An animal park pays **Max and Jackson**.

10. Most people don't worry about **crocodiles**.



▲ Golf ball divers

- D** Work with a partner. Rank the jobs. Write 1, 2, or 3 for each category. (1 is the highest rank, and 3 is the lowest rank.)

	danger	difficulty	excitement	fun
pet food taster				
crocodile hunter				
golf ball diver				

*Pet food taster is number 1 for difficulty.*

- 11 READ & SPEAK.** Work with a partner. Read about one of the people below. Then close your book. Tell your partner about the person from your paragraph. Use the -s form of the simple present and object pronouns.

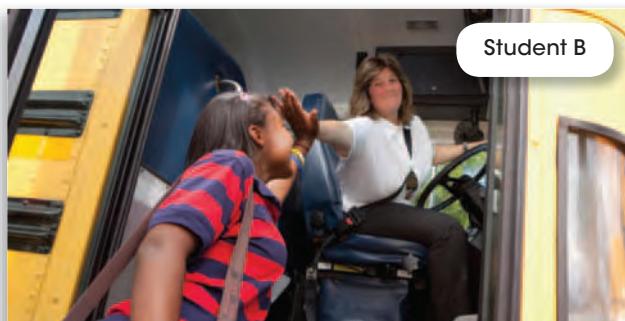
Student A: *His name is Dan. He loves dogs and they love him.*



Student A

### Dan

My name is Dan. I love dogs and they love me. I'm a professional dog walker. People pay me, and I take their dogs for walks. Sometimes I take the dogs to the park and run with them. The dogs are very fast, so it's good exercise for me. I have an unusual job, but I love it.



Student B

### Clara

My name is Clara. I'm a bus driver. I drive a school bus. I take children to school in the morning and take them home in the afternoon. They say hello to me every morning, and sometimes they bring cookies or flowers. I love children, so it's a good job for me.

## 12 APPLY.

- A** Write five sentences about your work, your studies, or your family. Use objects and object pronouns.

I am a nurse. I help patients.

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- B** Work with a partner. Share your sentences from exercise A.

**EXPLORE**

1 **READ** the advice on how to get a job in game design. Notice the words in **bold**.

## How to Get a Job in Game Design

Computer games are very popular. Even orangutans in the zoo enjoy them! A lot of people want to work in game design. Is it difficult to find a job? Lukas Bidelsbach is an artist for an online game company. Here is his advice.<sup>1</sup>

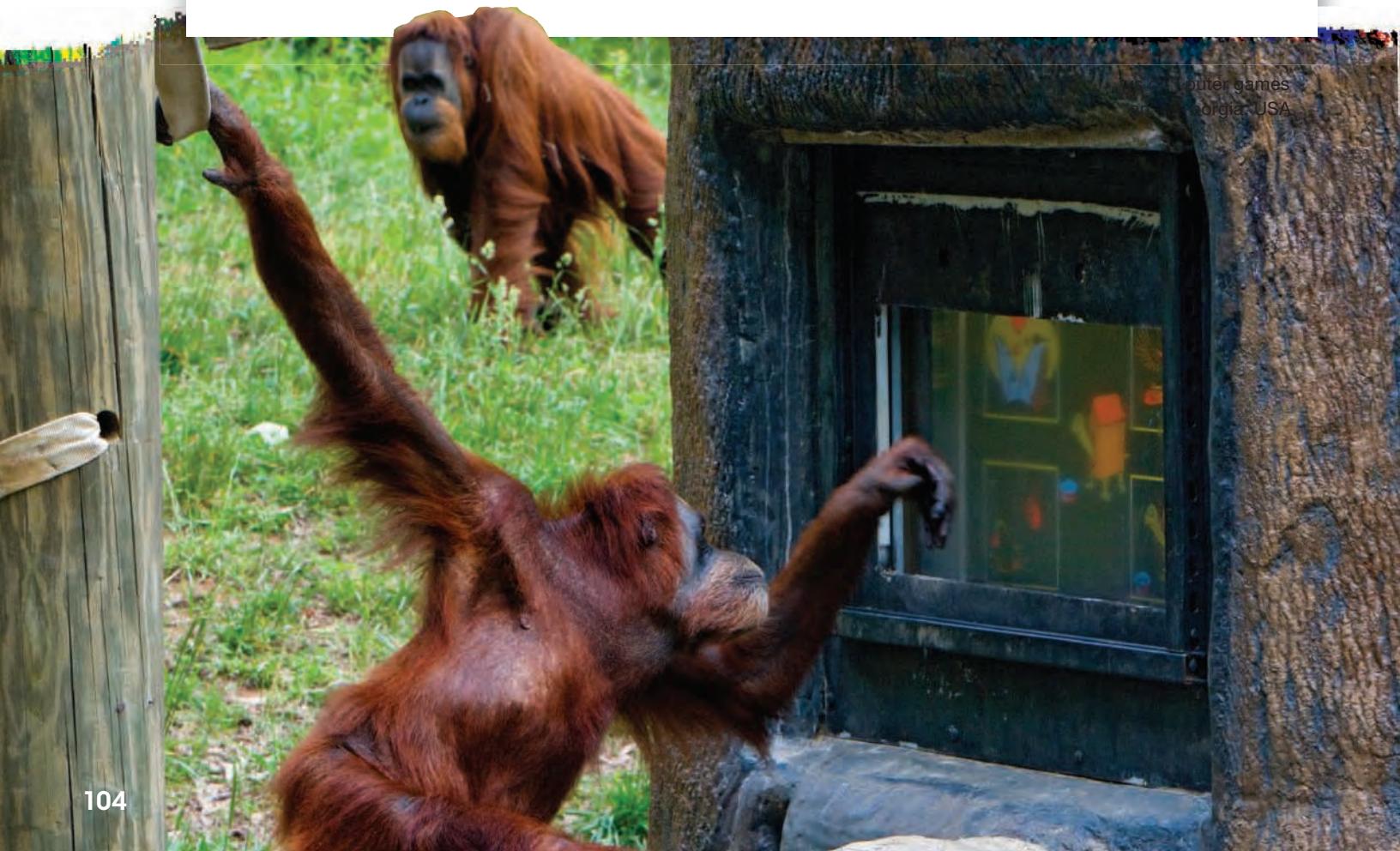
- **Don't play games all the time.** Make them! **Use** your time to improve your skills.<sup>2</sup>
- **Don't worry** about a college degree. Experience is more important.
- **Show** your work to other people. **Listen** to their advice.
- **Keep** examples of your work. **Send** them to a game company.
- **Get** experience with a team. **Volunteer**<sup>3</sup> to work at a company.
- **Don't ask for** a lot of money at your first job. **Work** hard.

Good luck!

<sup>1</sup> People give **advice** to help other people.

<sup>2</sup> A **skill** is an ability that helps you do a job well.

<sup>3</sup> A **volunteer** does work for no money.





▲ Young Buddhist monks play video games in Bodhgaya, India.

**2 CHECK.** Look at each idea in the chart. Does Lukas think it is a good idea or a bad idea? Check (✓) the correct column.

	Ideas	Good Idea	Bad Idea
1.	make games	✓	
2.	play games all the time		
3.	worry about a college degree		
4.	get experience		
5.	ask for a lot of money		

**3 DISCOVER.** Complete the exercises to learn about the grammar in this unit.

**A** Find and complete these sentences in the article from exercise 1. Write the missing words.

1. \_\_\_\_\_ games all the time. Make them!
2. \_\_\_\_\_ about a college degree.
3. \_\_\_\_\_ your work to other people.
4. \_\_\_\_\_ examples of your work.
5. \_\_\_\_\_ hard.

**B** Look at the sentences from exercise A. Then circle **T** for *true* or **F** for *false* for each statement below. Discuss your answers with your classmates and teachers.

1. All the verbs are negative.
2. We don't need to write the subjects with these verbs.
3. The sentences all give advice.

T	F
T	F
T	F

# LEARN

## 3.9 Imperatives: Affirmative

Base Form of Verb	
Be	on time for the meeting.
Close	the door.
Open	your books.

- |   |   |
|---|---|
| 1. Use imperatives to give:<br>a. commands;<br>b. instructions;<br>c. directions;<br>d. warnings;<br>e. advice. | a. <b>Sit</b> down.<br>b. <b>Complete</b> each sentence.<br>c. <b>Turn</b> left.<br>d. <b>Be</b> careful.<br>e. <b>Try</b> again. |
| 2. Use the base form of the verb for imperatives.   | <b>Write</b> your name and address.<br><b>Do</b> your homework.   |
| 3. <b>You</b> is the subject of imperatives, but it is not common to write or say <b>you</b> .                  | <b>Open</b> your books.<br><b>Call</b> Margaret.  |
| 4. To be polite, use <i>please</i> with imperatives.  | <b>Please</b> take your shoes off.<br>Take your shoes off, <b>please</b> .  |

### 4 Underline the imperatives.

1. Try to meet people at game companies.
2. Ask people at game companies about their jobs.
3. Please tell me the truth. Do you really like your job?
4. Bob, please call me when you get this message.
5. Read the directions.
6. It's hot in here. Please open the window.
7. Turn right on Elm Street.
8. Please pass your papers to the center of the room.

### 5 Write an imperative for each situation. Use verbs from the box.

ask      be      eat      give      go      stay      study      wear

1. A: I have a test tomorrow. I'm not a good student.      B: Study hard.
2. A: I have a big meeting tomorrow. It's midnight now.      B: \_\_\_\_\_ to sleep.

3. A: I'm often late to class. I have a test tomorrow.  
B: \_\_\_\_\_ on time.
4. A: I eat junk food every day.  
B: \_\_\_\_\_ healthy food.
5. A: I have a cold. I also need to go shopping.  
B: \_\_\_\_\_ home.
6. A: That old woman doesn't have a seat.  
B: Please \_\_\_\_\_ her your seat.
7. A: Look at all that snow outside.  
B: \_\_\_\_\_ your boots.
8. A: I don't understand the assignment.  
B: \_\_\_\_\_ the teacher.

**6 SPEAK.** Work in a group. Give instructions. Use verbs from the box and imperatives.

close      open      say      sit down      stand up      write

Student A: *Say hello.*

Student B: *Stand up.*

Student C: *Open your book.*

### 3.10 Imperatives: Negative

Do Not/ Don't	Base Form of Verb	
Do not Don't	open	the windows.

1. To make an imperative negative, put *don't* or *do not* before the base form of the verb.
2. *Do not* is common in formal writing. It is not common in informal writing or conversations.

**Don't drink** a lot of coffee.

**Do not** park in front of this building.

#### REAL ENGLISH

In speaking, *Do not* is sometimes used for emphasis.

**Do not** eat this cake! It's for dessert.

**Do not** tell Maria about the party! It's a surprise.

**7 Underline the imperatives.**

1. It's cold. Don't open the window.
2. Don't worry. Everything is OK now.
3. Please don't sit there.
4. Don't stay up late tonight. You have a meeting at 8:00 a.m. tomorrow.
5. I want to read that book. Please don't tell me the ending.
6. Don't forget Eva's birthday. It's tomorrow.
7. Don't be late tomorrow. We have a test.
8. Don't go to that restaurant. The food there is terrible!

**8 SPEAK.** Work with a partner. Change the affirmative imperatives to negative imperatives. Student A reads the affirmative, Student B says the negative. Then change roles.

Student A: *Eat in the library.*

Student B: *Don't eat in the library.*

1. Eat in the library.
2. Be late for work.
3. Sit in that seat.
4. Use the elevator.
5. Call him at midnight.
6. Open the window.
7. Park your car here.
8. Feed the animals.
9. Close your book.
10. Use your phone in class.

## PRACTICE

**9 SPEAK & WRITE.** Work with a partner. What do these signs mean? Match each imperative with the correct sign below.

- a. Stop.
- b. Do not use your cell phone.
- c. Be careful.
- d. Do not feed the animals.
- e. Do not eat or drink.
- f. Do not enter.
- g. Drive slowly.
- h. Be quiet.



1. a

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**10 EDIT.** Read the advice. Find and correct five more errors with imperatives.

**How to Be a Good Employee**

↓ **Don't**

1. Be on time. **Doesn't** be late.
2. Be friendly and polite to customers. You say "thank you."
3. Don't rude to coworkers.
4. Don't leaves work early. Stay until five o'clock.
5. Do not you use your cell phone in meetings.
6. Doesn't play computer games at work.

**11** Complete the conversations with affirmative or negative imperatives. Use the verbs in the box. You can use each verb more than once.

call      drink      get      go      quit      save      stay      take

1. A: I want a job at a computer company, but I also want to take a psychology course.  
B: Don't take a psychology course. \_\_\_\_\_  
a course in math or computer science.
2. A: I don't like my job. I want to quit.  
B: \_\_\_\_\_ your job now. \_\_\_\_\_ another  
job first.
3. A: I have a cold. I need to go to a hospital.  
B: \_\_\_\_\_ to a hospital. Just \_\_\_\_\_ a doctor  
or \_\_\_\_\_ at home and \_\_\_\_\_ hot tea.
4. A: I'm tired. I need more sleep.  
B: Well, \_\_\_\_\_ to bed early, and \_\_\_\_\_  
coffee at night.
5. A: I don't have very much money, but I want to go shopping.  
B: \_\_\_\_\_ shopping. \_\_\_\_\_ home and  
\_\_\_\_\_ your money.

## 12 LISTEN, SPEAK & WRITE.



CD1-41

- A Read the list of activities. Then listen to advice on how to be an underwater photographer. Does the speaker think each activity is a good idea or a bad idea? Check (✓) the correct column.

	Good Idea	Bad Idea
1. Swim a lot.		
2. Learn about the ocean.		
3. Try to catch fish.		
4. Choose the right camera.		
5. Practice in a swimming pool.		
6. Jump into the water with your camera.		
7. Leave your camera in the sun.		
8. Have fun.		



Compare your answers from exercise A with a partner.

- C Complete the chart with information from exercise A.  
Use affirmative and negative imperatives.

How to Be an Underwater Photographer: Advice	
Good Ideas	Bad Ideas
Swim a lot.	

## 13 APPLY.

- A Work with a group. Discuss ways to improve your English. Use affirmative and negative imperatives.

*Read in English.*

*Don't miss class.*

- B Make a chart in your notebook. Organize your ideas from exercise A in a chart. Use affirmative and negative imperatives. Use the chart from exercise 12C as a model.

- C As a group, present your advice to the class.

*Improve your English! Here is our advice. Read in English. . . .*

Charts  
3.1, 3.4,  
3.7, 3.8

- 1** Change each affirmative statement to a negative statement. Then change each underlined object to an object pronoun.

1. She reads the newspaper every morning. \_\_\_\_\_ She doesn't read it every morning. \_\_\_\_\_
2. She works with Todd and Oscar. \_\_\_\_\_
3. My brother has my book. \_\_\_\_\_
4. She teaches Barbara and me. \_\_\_\_\_
5. We talk to our friends every day. \_\_\_\_\_
6. She studies biology. \_\_\_\_\_
7. He knows my sister. \_\_\_\_\_
8. He fixes cars. \_\_\_\_\_

Charts  
3.1–3.5

- 2** Look at the work schedule. Then complete the sentences below. Use the correct prepositions of time and the verbs in parentheses. Use the negative form when necessary.

Name	Days	Times	Break
Petra	MWF	9:00 a.m. – 5:30 p.m.	1:00 – 1:45 p.m.
Ali	M-F	3:00 a.m. – 12:00 p.m.	8:00 – 8:45 a.m.
Nadia	T/Th	11:00 p.m. – 6:00 a.m.	2:30 – 3:00 a.m.
Ken	T/Th	9:00 p.m. – 6:00 a.m.	2:00 – 2:30 a.m.
Cathy	M-F	10:00 a.m. – 6:00 p.m.	2:00 – 2:30 p.m.

1. Petra \_\_\_\_\_ works \_\_\_\_\_ (work) from 9:00 a.m. \_\_\_\_\_ 5:30 p.m.
2. Petra \_\_\_\_\_ (work) \_\_\_\_\_ Tuesday or Thursday.
3. Ali \_\_\_\_\_ (work) \_\_\_\_\_ 12:00 p.m.
4. Ali \_\_\_\_\_ (have) a break \_\_\_\_\_ 8:00 a.m.
5. Nadia \_\_\_\_\_ (work) \_\_\_\_\_ the afternoon.
6. Nadia and Ken \_\_\_\_\_ (work) \_\_\_\_\_ night.
7. Ken \_\_\_\_\_ (have) a break \_\_\_\_\_ 2:00 a.m.
8. Cathy \_\_\_\_\_ (work) \_\_\_\_\_ 10:00 a.m. \_\_\_\_\_ 6:00 p.m.
9. Cathy \_\_\_\_\_ (work) \_\_\_\_\_ Saturday and Sunday.
10. Cathy and Petra \_\_\_\_\_ (have) their breaks \_\_\_\_\_ the afternoon.

Charts  
3.1–3.5

- 3 EDIT.** Read the paragraph. Find and correct six more errors with verbs and prepositions of time.

*I studies*

Max Kraushaar ~~studs~~ in Seattle. He likes to bake. At Friday and Saturday morning, he ~~bake~~ pies. In night, people call or text Max. They order pies, and Max delivers them. He doesn't ~~drives~~ a car. He rides a bicycle and ~~carryrs~~ the pies in a basket. He takes orders until 3:00 a.m. Max's company ~~have~~ a funny name. He calls it "Piecycle."



CD1-42  
Charts  
3.1–3.2,  
3.10

- 4** Complete the paragraph with the correct form of the verbs in parentheses and prepositions of time. Then listen and check your answers.

### A Dangerous Job

Chris Hansen (1) works (work) in Alaska (2) in the winter. He (3) \_\_\_\_\_ (have) a job on a crab boat. He (4) \_\_\_\_\_ (fish) for crabs (5) \_\_\_\_\_ October (6) \_\_\_\_\_ January. Chris and the other fishermen (7) \_\_\_\_\_ (drop) heavy crab pots in the ocean and (8) \_\_\_\_\_ (pull) them back onto the boat a day later. Chris (9) \_\_\_\_\_ (not like) his job. It (10) \_\_\_\_\_ (be) very dangerous on the ocean. Even in bad weather, the work (11) \_\_\_\_\_ (not stop). The days (12) \_\_\_\_\_ (be) very short in the winter. The sun (13) \_\_\_\_\_ (not rise) (14) \_\_\_\_\_ about 10:00 a.m., and it (15) \_\_\_\_\_ (go) down (16) \_\_\_\_\_ around 4:00 p.m. Chris's mother (17) \_\_\_\_\_ (worry) about him. She (18) \_\_\_\_\_ (say), “(19) \_\_\_\_\_ (be) careful, Chris! (20) \_\_\_\_\_ (not fall) off the boat!” He (21) \_\_\_\_\_ (say), “(22) \_\_\_\_\_ (not worry), Mom!”

◀ Fishermen with a crab pot, Bering Sea, near southwest Alaska, USA



## 5 SPEAK & WRITE.

- A Look at the activities in the chart. Then write notes about your schedule.

Activity	My Schedule	My Partner's Schedule
wake up	M-F 8:00; Sat, Sun 12:00	M-F 7:00; Sat, Sun 9:00
eat lunch		
work		
go shopping		
see my friends		

- B Work with a partner. Discuss your schedules. Take notes about your partner's schedule in the chart in exercise A.

From Monday to Friday, I wake up at 7:00 a.m.

- C Choose two of the activities from the chart in exercise A. Write sentences about your schedule and your partner's schedule.

Marisol wakes up at 7:00 a.m. I wake up at 8:00 a.m.



## 6 LISTEN, SPEAK & WRITE.

- A Listen to information about four problems. Write the number next to each problem when you hear about it.

\_\_\_\_\_ a test / a party

\_\_\_\_\_ an important meeting / a headache

\_\_\_\_\_ 1 a new job / no car

\_\_\_\_\_ a bad cold / the emergency room at a hospital

- B Listen again. Then write two sentences about each problem.

1. Tom has a new job. He doesn't have a car.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

- C Work with a partner. Write advice for the people from exercises A and B. Use imperatives.

1. Advice for Tom: Don't miss work! Ask a friend for help.

2. Advice for Sue: \_\_\_\_\_

3. Advice for Jay and Bill: \_\_\_\_\_

4. Advice for Ann and Jim: \_\_\_\_\_

# Connect the Grammar to Writing

## 1 READ & NOTICE THE GRAMMAR.

- A Read the paragraph. What is the writer's advice for new teachers? Discuss with a partner.



### My Job as a Teacher

I am a teacher. I work from 8:00 a.m. to 1:30 p.m. I teach four English classes. In class, I write on the board. I ask a lot of questions. I use pictures when I teach vocabulary. I don't arrive late. At home, I plan my lessons. I correct homework and tests. My advice for new teachers – learn your students' names on the first day.

#### GRAMMAR FOCUS

In the paragraph in exercise A, the writer uses the simple present to talk about habits or routines and schedules.

*I work from 8:00 a.m. to 1:30 p.m.  
I don't arrive late.*

- B Read the paragraph in exercise A again. Underline the verbs in the simple present. Circle the imperative. Then compare your answers with a partner.
- C Complete the chart with information from the paragraph in exercise A. What does a teacher do in class? At home?

The Job of a Teacher	
In Class	At Home
<i>She asks a lot of questions.</i>	
Advice: Learn your students' names.	

**2 BEFORE YOU WRITE.** Complete the chart with information about your job as a student.

What do you do in class? At home? What advice do you have for new students? Use the chart from exercise **1C** as a model.

My Job as a Student	
In Class	At Home
Advice:	

**3 WRITE** a paragraph about your job as a student. Give advice for new students. Use the information from your chart in exercise **2** and the paragraph in exercise **1A** to help you.**WRITING FOCUS** Indenting Paragraphs

Good writers indent the first line of a paragraph. To indent, begin the first line of a paragraph five spaces to the right.

*I am a teacher. I work from 8:00 a.m. to 1:30 p.m. I teach four English classes. In class, I write on the board. I ask a lot of questions.*

**4 SELF ASSESS.** Read your paragraph. Underline the verbs in the simple present. Then use the checklist to assess your work.

- I did not put *be* in front of other verbs in the simple present. [3.1, 3.3]
- The verbs in the simple present are spelled correctly. [3.3]
- I used the base form of the verb for imperatives. [3.9, 3.10]
- The first line of my paragraph is indented. [WRITING FOCUS]