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THIRD EDITION



Liz and John Soars

OXFORD

# Scope and Sequence **LANGUAGE INPUT**

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# Scope and Sequence **LANGUAGE INPUT**

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## SKILLS DEVELOPMENT

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# 1

# A world of difference

Tenses: Auxiliary verbs • What's in a word? • Everyday situations

## STARTER

1 Each question has one word missing. Write it in.

- Where do you *come* from?
- When and where you born?
- You live in a house or an apartment?
- Why you studying English?
- Which foreign countries have you been?
- What you do last night?
- What are you going do after this class?

2 Ask and answer the questions with a partner.

Where do you come from?

Mexico.

3 Tell the class about your partner.

*Susana comes from Mexico. She's studying English because ...*

## I DIDN'T KNOW THAT!

Tenses and auxiliary verbs

- Answer the questions in the *One World Quiz*. Discuss your answers with a partner.
- CDI** Listen and check your answers. Make notes about the extra information you hear for each one. Discuss this as a class.

### GRAMMAR SPOT

- Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
- Answer these questions. Give examples from the quiz.
  - Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
  - Which tenses use the verb *to be* (*is/are/was/were*)?
  - Which use *have/has*?

► Grammar Reference I.1–I.5 p. 129

### Write your own quiz

- Work in two groups.
  - Do some research and write six questions about the world, past and present.
  - Ask and answer the questions with the other group. Which group is the winner?
- Unit 1 • A world of difference

## One World Quiz

- In which country **do** men and women **live** the longest?
  - a Japan b Germany c The U.S.
- In which year **did** the world population **reach** 7 billion?
  - a 1999 b 2005 c 2012
- If you **are standing** on the equator, how many hours of daylight do you have?
  - a 12 b 16 c 24
- Where **does** most of the world's oil **come** from?
  - a Russia b Saudi Arabia c The U.S.



- 5 Which of the seven wonders of the world is still **standing**?
- a The Lighthouse of Alexandria  
b The pyramids of Egypt  
c The Colossus of Rhodes
- 6 Why **didn't** dinosaurs **attack** humans?
- a Because they were vegetarian.  
b Because they became extinct before humans were on the earth.  
c Because they didn't run fast enough.
- 7 Where **was** the Titanic **sailing** to when it sank?
- a Southampton b Rio de Janeiro c New York
- 8 How long **has** Hawaii **been** a U.S. state?
- a since 1952 b since 1959 c since 1963
- 9 How many people **have won** the Nobel Peace prize since it started in 1901?
- a 58 b 94 c 103
- 10 How long **have** people **been using** the Internet?
- a since 1969 b since 1976 c since 1984
- 11 Which language **is spoken** by the most people in the world?
- a Spanish b Chinese c English
- 12 In which country **were** women first **given** the vote?
- a Canada b Paraguay  
c New Zealand

## PRACTICE

### You're so wrong!

- 1 Correct the information in the sentences.
- Chichen Itza is in Costa Rica.  
**No, it's not. It's in Mexico.**
  - Shakespeare didn't write poems.  
**You're wrong! He wrote hundreds of poems.**
  - Vegetarians eat meat.
  - The Internet doesn't provide much information.
  - The world is getting colder.
  - John F. Kennedy was traveling by plane when he was killed.
  - Brazil has never won the World Cup.
  - The 2012 Summer Olympics were held in Tokyo.
- 2 **CDI 3** Listen and check. Notice the stress and intonation. Practice making the corrections with a partner.

### 's = is or has?

- 3 Is 's in these sentences the auxiliary *is* or *has*?
- Who's making that noise? **is**
  - She's done really well.
  - My sister's a teacher.
  - Who's been to Thailand?
  - He's leaving early.
  - What's produced in your country?
- 4 **CDI 4** Listen to some more sentences with 's. After each one say if it is *is* or *has*.

### Talking about you

- 5 Complete the questions with the correct auxiliary verb and name the tense.
- What time \_\_\_\_\_ you usually get up on weekends?
  - What time \_\_\_\_\_ you get up this morning?
  - How long \_\_\_\_\_ it usually take you to get from home to school?
  - Who \_\_\_\_\_ sitting next to you? What \_\_\_\_\_ he/she wearing?
  - How long \_\_\_\_\_ you known the teacher?
  - What \_\_\_\_\_ you doing when your teacher came into the room?
  - What \_\_\_\_\_ (not) you like doing in English class?
  - Which school subjects \_\_\_\_\_ (not) you like when you were younger?
  - Which other foreign languages \_\_\_\_\_ you studied?
  - What presents \_\_\_\_\_ you given on your last birthday?
- Ask and answer the questions with a partner.



## MAKING CONVERSATION

### Short answers

- 1 **CD1 5** Ruth is picking up her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

**Ruth** So kids, \_\_\_\_\_ you have a good day at school?

**Nick** No.

**Lily** Yes, I \_\_\_\_\_. We \_\_\_\_\_ practicing for the school concert.

**Ruth** Oh, wonderful! \_\_\_\_\_ you have a lot of homework?

**Lily** Ugh! Yes, I \_\_\_\_\_. I have Geography, Spanish, and Math! \_\_\_\_\_ you have a lot, Nick?

**Nick** Yeah.

**Ruth** Nick, \_\_\_\_\_ you remember your soccer uniform?

**Nick** Um ...

**Lily** No, he \_\_\_\_\_. He forgot it again.

**Ruth** Oh, Nick, you know we need to wash it. \_\_\_\_\_ you playing soccer tomorrow?

**Nick** No.

**Ruth** Lily, \_\_\_\_\_ you need *your* uniform tomorrow?

**Lily** Yes, I \_\_\_\_\_. I have a softball game after school. We're playing our rival team.

**Ruth** \_\_\_\_\_ they beat you last time?

**Lily** Yes, they \_\_\_\_\_. But we'll beat them tomorrow.

**Nick** No, you \_\_\_\_\_! Your team's terrible.

**Ruth** OK, that's enough, children. Put on your seatbelts! Let's go!



### SPOKEN ENGLISH Sounding polite

- 1 In English conversation it can sound impolite to reply with just *yes* or *no*. We use short answers with auxiliaries.

*"Did you have a good day?" "Yes, I did/No, I didn't."*

- 2 It also helps if you add some more information.

*"Do you have a lot of homework?" "Yes, I do. I have Geography, Spanish, and Math."*

- 3 Reply to these questions. Use short answers and add some information.

1 Did you have a good day?

2 Do you like pizza?

3 Did you enjoy the movie?

4 Has it stopped raining?

▶▶ Grammar Reference 1.6 p. 129

- 2 Rewrite Nick's lines in exercise 1 to make him sound more polite.

**CD1 6** Listen and compare the conversations.

- 3 Work in groups of three. Look at CD1 5 and CD1 6 on page 114. Practice them, sounding polite and impolite.

## PRACTICE

- 1 Match a line in **A** with a short answer in **B** and a line in **C**.

A	B	C
1 Did you hear that noise?	No, I haven't.	They didn't have my size.
2 Are you doing anything tonight?	No, I'm not.	I think it was thunder.
3 Have you seen my cell phone anywhere?	Yes, it is.	Thank goodness!
4 Did you get those shoes you liked?	Yes, I did.	Do you want to come over?
5 Is it time for a break?	No, I didn't.	Did you lose it again?

- CDI 7** Listen and check. Practice with a partner.  
Pay attention to stress and intonation.

### A class survey

Find out about the students in your class.

- Read the class survey and answer the questions about you. Add two more questions.
- Work with a partner. Ask and answer the questions in the survey. Give short answers in your replies and add some information.

Are you interested in any sports?

Yes, I am. I often go skiing in the winter and I like playing tennis.

- Tell the class about your partner.

Milo's interested in two sports—skiing and tennis. He often ...

- What can you say about your class?

Almost everyone is interested in at least one sport. Most of the boys love soccer. Some of us like skiing.

### Check it

- There is one mistake in each sentence. Find it and correct it.
  - Rae comes from Canada and he speak French and English.
  - Which subjects Susan is studying in school?
  - "Do you like soccer?" "Yes, I like."
  - Did you watched the game last night?
  - What does your parents do on the weekend?
  - I think is going to rain.
  - What was you talking to the teacher about?
  - I don't think John's arrive yet.

### CLASS SURVEY

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| 1 Are you interested in any sports?               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Do you have a pet?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Does music play an important part in your life? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you watch a lot of movies?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Does anyone in your family speak English?       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Did you study English in elementary school?     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Have you ever been to the U.S.?                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Are you studying any other foreign languages?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 .....  | <input type="checkbox"/> | <input type="checkbox"/> |



1 Discuss these questions about your family.

- Who is in your immediate family?
- Name some people in your extended family.
- Who are you close to?
- Who do you live with now?
- Who did you grow up with?

2 Read the profiles of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

3 Divide into two groups.

**Group A** Read about the **Kamau family** from Kenya.

**Group B** Read about the **Qu family** from China.

4 In your groups answer these questions about the Kamau or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?

# Welcome to



## PROFILE

### The Kamau from KENYA

**FATHER:** Boniface Kigotho Kamau, 35

**MOTHER:** Pauline Wanjiku, approximately 29 (exact age unknown)

**DAUGHTER:** Joyce Muthoni, 8

**DAUGHTER:** Sharon Wanjiru, 16 months

**Boniface and his wife, Pauline,** live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-story** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4:30 A.M. in his white Toyota—**cracked** windshield, 200,000 miles on the odometer—and is back by 10 P.M. On a good day he finds two clients. In a typical month he takes home about \$215.

"It's a hard job, but I like it," he says. "I meet new people, so I get some experience of the world—even though I have never been outside Kenya."

Pauline is a **dressmaker** but isn't working right now. She stays at home to take care of the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met 12 years ago: "We liked each other immediately," says Boniface. "I didn't want a woman from the city, so when I learned that Pauline was from the country, I was pleased."

They married a year later, and at first they lived in a **slum**. They often didn't have a lot to eat, just sukuma wiki (a green vegetable). Then, Boniface won \$90 in a bicycle race. The money helped them move to a better area and paid for driving lessons so that Boniface could become a taxi driver.

His salary doesn't go far. Rent is \$45 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families, too. He says, "I am always so **stressed** about money." Joyce's school fees cost another \$40 a month.

"We are trying to give our children the best education," says Pauline, who, like her husband, never finished school. "Joyce wants to be a doctor."

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. "This apartment is not a good place to raise a family," says Boniface. "The bathrooms are **communal**—one for every four families." Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

**THE FAMILY IS HAPPIEST WHEN:** they have some spare money: Boniface takes them to see the wild animals at Nairobi National Park.

**FAMILY MOTTO:** Try to do your best at all times.



## PROFILE

### The Qus from Beijing, CHINA

**FATHER:** Qu Wansheng, 44

**MOTHER:** Liu Guifang, 43

**DAUGHTER:** Chen, 17

**GRANDFATHER:** (Qu's father) Huanjun, 84

**Qu and Liu** have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Qu and Liu are happy to have a girl. Like most parents in China, they put the needs of their only child, Chen, first. She is applying to study at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family has lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong **alleyways**. These areas are known for their **close-knit** families and warm hospitality. The elderly sit outside and chat. People wander to the stores in their pajamas. It is a way of life **cherished** by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

"We are not in a hurry to get rich," says Qu. "I don't want to rush around trying to make money—I am not a machine. I put my family first."

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for demolition. And when the old communities go, the traditional family structure, in which children take care of their elderly parents at home, goes, too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and **frail**, is the center of the family. "My father lives here, so this is the headquarters of the family," says his son. "My brothers and their families come to visit most weekends. We are very close."

They are sad that their daughter has grown up alone because she has no brothers or sisters. "Our daughter is lonely," says Liu. "I always wanted to have two children."

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. "College will cost a **great deal of money**," says her father. "So we try to live **frugally** and save for our daughter."

**THE FAMILY IS HAPPIEST WHEN:** they are all together in the evening.

**FAMILY MOTTO:** Save money, live simply, care for your friends, tell the truth.

## Vocabulary work

6 Find the six **highlighted** words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

### The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an area of old houses in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

### The Qus

- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

7 Work with a partner from the other group. Teach them your words.

## What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?



## LISTENING AND SPEAKING

### A world in one family



- 1 Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.
- 2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



- 3 **CD1 8** Listen to Xavier talking about his family. Read and answer the questions. Underline any you cannot answer.
  - 1 What nationality are Xavier and his parents, Ana and Teo? Which city do they live in?
  - 2 How did Xavier's parents meet? Give details. Why did they decide to live in the U.S.?
  - 3 When and why did Xavier first notice his nationality?
  - 4 Why weren't Xavier and James bilingual as children?
  - 5 How many times has Xavier been to Spain? How old was he? How many times has James been?
  - 6 What contact does Xavier have with his father's family? How long did Xavier and his family stay in Peru every summer?
  - 7 What is Xavier studying? What is James going to study?
  - 8 What is Xavier hoping to do in the future? Where is he planning to live?
  - 9 What is James doing right now? What's he going to do?
  - 10 What does Ana think are the pros and cons of bringing up a family in another country?
- 4 **CD1 9** Now listen to Xavier's mother, Ana. Answer the questions that you underlined in exercise 3.

### What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.
  - + You get the best from two cultures
  - You don't feel completely at home in either of them
- Discuss your lists as a class.

## VOCABULARY

### What's in a word?

These exercises will help you to think about how you learn vocabulary.

### Meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a **verb**, an **adjective**, a **noun**, or an **adverb**?
  - 1 My grandmother's very old and *uggy* now so she can't get out much.
  - 2 She gave me my grandfather's gold watch. I'll *uggy* it forever.
  - 3 The poor people lived crowded together in *uggies* in the old part of the city.
  - 4 They can't afford to buy meat and fish. They live very *uggily* on rice and potatoes.

Can you guess what *uggy* means in the four sentences?

Which real English word goes into each sentence?

• cherish • frail • slums • frugally

### Pronunciation

- 2 Say these words aloud. Underline the word with the different vowel sound.
  - 1 /oʊ/ or /ɔ/ rose goes does toes
  - 2 /i/ or /e/ meat beat great street
  - 3 /eɪ/ or /eɪ/ paid made played said
  - 4 /ʌ/ or /oʊ/ done phone son won

**CD1 10** Listen and check.

Phonetic Symbols p. 155

- 3 Say these words aloud. Which syllable is stressed?

**mother** enjoy apartment  
holiday **population**

**CD1 11** Listen and check.

## Word formation

- 4 Complete the word *act* in the sentences using the suffixes from the box.

-or -ion -ing -ive -ivities

- My grandfather is 84, but he's still very **act***ive*.
- My sister's an **act**\_\_\_\_\_. She's often on TV.
- Act**\_\_\_\_\_ is not always a well-paid job.
- This is not a time to do nothing. It is a time for **act**\_\_\_\_\_.
- We do a lot of **act**\_\_\_\_\_ in class to learn English.

## Words that go together

- 5 Match a word in A with a line in B.

A	B
cosmopolitan	carelessly
well-paid	city
close-knit	in love
drive	a race
fall	family
win	job

## Keeping vocabulary records

- 6 Discuss how you can keep vocabulary records.
- Do you have a special notebook or do you record your vocabulary electronically?
  - Do you write a sentence with the new word?
  - Do you write the translation?
- What about pronunciation?

## My notes

**records** /'rekərdz/ *noun*

- a written note of something
- I keep **vocabulary records**.

**record** /ri'kɔ:d/ *verb*

to write down or keep information electronically

- I **record** my **vocabulary** electronically.

## EVERYDAY ENGLISH

### Everyday situations

- 1 Work with a partner. Where could you hear the following lines of conversation? Who is talking to who?

- How many bags are you checking in?
- A medium latte and a muffin, please.
- I can't make the meeting. I'm stuck in traffic.
- Can you put in your PIN number and press "Enter"?
- Bottled or tap? And do you want ice and lemon in it?
- I don't think you've met Greg. He's joining us from our New York office.
- I need to make an appointment. It's pretty urgent. I've lost a filling.
- The elevator's on your right. Would you like someone to help you with your luggage?
- Please hold. Your call is important to us. All our operators are busy at the moment, but one of them will be with you shortly (*music*) ...
- There are still tickets for the 5:45 performance, but the 8:45 performance is sold out, I'm afraid.

- 2 Match a line from exercise 1 with a reply.

- For here or to go?
- Don't worry. We'll start without you and brief you later.
- Hello. Good to meet you. I've heard a lot about you.
- No, thank you. I'll manage.
- That's fine. We'll have two, please, one adult, one child.
- Just the one.
- Oh, no! I can't remember my number for this card. Oh, what is it?
- If I have to listen to that again, I'll go crazy!
- Bottled, please. Ice but no lemon.
- We have a cancellation this afternoon. 2:45, if that's OK?

**CD1 12** Listen and check. How does each conversation end?

- 3 Listen again. Pay attention to the stress and intonation. Practice some of the conversations with your partner.

### Role play

- 4 Work with a partner. Turn to page 143 and act out the situations.

**CD1 13** Listen and compare.



## 2

## The work week

Present tenses • Passive • Free time activities • Making small talk

## STARTER

**CDI 14** Listen to the song called “Blue Monday.”

- What is the singer’s favorite day of the week?
- What’s wrong with the other days?
- Which days are OK?

## MY FAVORITE DAY OF THE WEEK

Present tenses – states and activities

- 1 Look at the photos.  
What do the people do? What are they doing?  
In pairs, ask and answer questions.

*What does Vicky do?*      *She’s a student.*  
*What’s she doing?*      *She’s doing her homework.*

- 2 **CDI 15** Listen to them talking about their favorite day of the week. What is it? Why?  
*Vicky’s favorite day of the week is ... because she ...*

- 3 Listen again and complete the sentences.

- I \_\_\_\_\_ with my parents during the semester.
- I \_\_\_\_\_ day today.
- ... it \_\_\_\_\_ work at all. Time \_\_\_\_\_ by.
- The restaurant \_\_\_\_\_ redecorated right now ...
- I \_\_\_\_\_ because it’s challenging, but I \_\_\_\_\_ surfing.
- The boards \_\_\_\_\_ here in the U.S.
- We never \_\_\_\_\_ on weekends or holidays ...
- Now we’re harvesting, so we \_\_\_\_\_ at all.

What else can you remember about each person?

*Vicky likes being with her friends all the time.*

- 4 Work with a partner. What is your favorite and least favorite day of the week? Why?



Vicky



Terry



Dave



Jenny and Mike

## GRAMMAR SPOT

- 1 What are the tenses in these sentences? Why are they used?

I **have** two classes on Monday.  
I'm **having** a bad day today.

Find more examples, active and passive, in **CD1 15** on p. 115.

- 2 Which of these verb forms is right? Why is the other wrong?

I like		my job.	I know		we're very lucky.
I'm liking			I'm knowing		

Some verbs are rarely used in Continuous tenses. These are called stative verbs. Underline the five stative verbs in the box.

love understand work want enjoy cost need learn

- 3 Adverbs of frequency (*always, never*) answer the question *How often?* Find examples in **CD1 15** on p. 115.

▶▶ Grammar Reference 2.1–2.4 pp. 130–131

## PRACTICE

### Questions and answers

- 1 Read about Dave, the police officer from page 10. Which question goes with which paragraph?

How often do you go surfing? What do you think of your job?

What's your background? Do you have a business?

Why do you like surfing? What hours do you work?

What is your favorite day of the week?

**CD1 16** Listen and check.

- 2 Complete the questions about Dave. Then ask and answer them with a partner.

Where does he live? In Los Angeles, California.

- |                                |   |
|--------------------------------|---|
| 1 Where ... he live?           | 6 What ... think ... while ... surfing? |
| 2 ... he married?              | 7 Where ... next month?                 |
| 3 Why ... morning shift?       | 8 ... business doing well?              |
| 4 How many hours ...?          | 9 What ... on Sunday evenings?          |
| 5 What ... like about his job? |   |

**CD1 17** Listen and check.

### Talking about you

- 3 Make sentences about *you* using the prompts in the box.

I visit friends as often as I can.

... as often as I can.	Sometimes I ...
... eight hours a day.	... one night a week.
... when I'm on vacation.	... twice a year.
... on Sunday.	I hardly ever ...
I always ...	... whenever I'm not working.

- 4 Talk to a partner about you. Tell the class about your partner.



# Dave Telford

## police officer and surfer

### 1 What's your background?

I'm 35, and I'm single. I live in Los Angeles, California. I'm a police officer. I've been on the police force for over ten years. I love my job, but my passion is surfing.

### 2

I work different shifts. The morning shift starts at 5:00, and I can't stand that because I have to get up at 4:30. My favorite shift is 2:00 in the afternoon until midnight because I get home about 12:30. What's good is that I work ten hours a day for four days, then have three days off.

### 3

My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

### 4

My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

### 5

I go surfing whenever I'm not working. Sometimes I'm on the beach before 7:00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the fall I'm going to Thailand.

### 6

I have a surfing school. I teach all ages, from kids to seniors. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made here in the U.S.

### 7

I like Sundays best of all. I work as a lifeguard all day, then around 6:00 me and my friends barbecue some burgers and relax. Awesome! I've been all around the world, but when I look around me, I think there's nowhere else I'd rather be.

# THE OFFICE

## Simple and continuous

- 1 **CDI 18** Listen to two people talking about who's who in "The Office." What are their names? What are their jobs?

<input checked="" type="checkbox"/> a	Nate	<b>Accountant</b>
<input type="checkbox"/> b	Alex	<b>Human Resources (HR) Manager</b>
<input type="checkbox"/> c	Anna	<b>Chief Executive Officer (CEO)</b>
<input type="checkbox"/> d	Jenny	<b>Personal Assistant (PA)</b>
<input type="checkbox"/> e	Matthew	<b>Information Technology (IT) Manager</b>
<input type="checkbox"/> f	Christina	<b>Sales Director</b>

- 2 What are the people doing? What are they wearing?

*Nate is sitting at the head of the table reading something. He's wearing a sweater.*

- CDI 18** Listen again. What comment is made about each person?

*Nate yells a lot, but he listens, too.*

- 3 Match a job from exercise 1 with a job description and a current project.

*The CEO is responsible for running the whole company. Currently, he is ...*

Job description	Current project
is responsible for running the whole company	buying new hardware
makes appointments and arrangements	making bookings for a conference
negotiates prices and contracts	visiting new customers in China
runs an IT support team	recruiting new staff
is in charge of budget and cash flow	discussing plans and targets with the Board
deals with employees	preparing a financial report

- 4 Work with a partner. Read the conversation aloud.

- A What's your job?  
 B I'm a Human Resources Manager.  
 A So what do you do exactly?  
 B I deal with employees and their training.  
 A And what are you working on right now?  
 B I'm recruiting and interviewing. We're trying to find new staff for our office in Hong Kong.

- 5 Make similar conversations using the jobs in exercise 1. Choose another job, for example, movie director, journalist ...

### Project

Interview someone you know about his/her job. Tell the class about this person.

*I talked to ..., who's a ... He ... and he starts work at ... He has to ...*

*He likes his job because ... On his days off he ...*



### State and activity verbs

- 6 Are these sentences right (✓) or wrong (X)?

Correct the wrong sentences.

- I'm not wanting an ice cream.
- Are you understanding what I'm saying?
- I'm enjoying the class. It's great.
- I'm thinking you're really nice.
- What are you thinking about?
- I'm not believing you. You're telling lies.
- I'm knowing you're not agreeing with me.
- She's having a lot of money.