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

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

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Doctor Moffett</th>
<th>Ants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. waits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Doctor Moffett</th>
<th>Ants</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>goes</em></td>
<td><em>eat</em></td>
</tr>
</tbody>
</table>

B. Look at the charts from exercise 2 and exercise A. Choose the correct answer to complete 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*
### 3.1 Simple Present: Affirmative Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>work</td>
<td>He</td>
<td>works</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>She</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>It</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>My brother</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom and Sue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>every day.</td>
<td></td>
<td>every day.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

1. Add -s to most verbs.
   - close—closes
   - dance—dances
   - exercise—exercises
   - feed—feeds

2. Add -es to verbs ending in -sh, -ch, -s, -x, and -z.
   - wash—washes
   - dress—dresses
   - teach—teaches
   - relax—relaxes
   - buzz—buzzes

3. Change -y to -i and add -es to verbs ending in a consonant + y.
   - carry—carries
   - copy—copies
   - study—studies

See page A2 for additional spelling rules for -s, -es, and -ies endings.
The verbs do, go, and have are irregular for he, she, it, and singular subjects.

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

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

Bill is a mechanic. He (10) **know** (know) a lot about cars. He (11) **work** (work) at a garage. He (12) **fix** (fix) cars and (13) **talk** (talk) to customers. They (14) **ask** (ask) questions about their cars. Bill (15) **work** (work) from 8:00 a.m. to 6:00 p.m. every day. He (16) **have** (have) a busy schedule, but he (17) **like** (like) his job very much.

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

<table>
<thead>
<tr>
<th>PRONUNCIATION</th>
<th>Simple Present -s and -es Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The ending of third-person singular verbs has three sounds:</strong> /s/, /z/, /ez/</td>
<td>/s/ walks</td>
</tr>
<tr>
<td><strong>1. Say /s/ after /p/, /t/, /k/, and /l/ sounds.</strong></td>
<td>stop-stops</td>
</tr>
<tr>
<td></td>
<td>rub-rubs</td>
</tr>
<tr>
<td><strong>2. Say /z/ after /b/, /d/, /g/, /l/, /m/, /n/, /r/, /v/, and /ð/ sounds, and after vowel sounds.</strong></td>
<td>read-reads</td>
</tr>
<tr>
<td></td>
<td>bag-bags</td>
</tr>
<tr>
<td><strong>3. Say /ez/ after verbs that end in /s/, /z/, /s/, /t/, /ds/, and /ks/.</strong></td>
<td>kiss-kisses</td>
</tr>
</tbody>
</table>

See page A4 for a guide to pronunciation symbols.
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 *wakes* up at 6:15 a.m. every morning. /s/ /z/ /ez/
2. He *jogs* for an hour in the park. /s/ /z/ /ez/
3. Then he *takes* a shower. /s/ /z/ /ez/
4. He *brushes* his teeth. /s/ /z/ /ez/
5. He *eats* breakfast at 7:45. /s/ /z/ /ez/
6. He *reads* the newspaper. /s/ /z/ /ez/
7. He *washes* the dishes. /s/ /z/ /ez/
8. Then he *drives* to work. /s/ /z/ /ez/
9. He *starts* work at 8:30. /s/ /z/ /ez/
10. He *goes* home at 5:30. /s/ /z/ /ez/
11. He *relaxes* on Saturday and Sunday. /s/ /z/ /ez/
12. He *loves* weekends! /s/ /z/ /ez/

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.**

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).

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

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.

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

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

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. From 7:00 to 8:00, they wash up and eat breakfast. At 8:00 in the morning, they call Ground Control 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.

---

1 GMT: Greenwich Mean Time
2 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.  
   - d
   
   a. at 8:00 in the morning
   b. after dinner
   c. on Saturday
   d. from 7:00 to 8:00 in the morning
   e. for an hour in the morning and an hour in the afternoon

2. They talk to Ground Control.  
   - _____

3. They exercise.  
   - _____

4. They have some free time.  
   - _____

5. They need to work a half day.  
   - _____

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
3.4 Simple Present: Negative Statements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Do Not/ Don’t</th>
<th>Base Form of Verb</th>
<th>Subject</th>
<th>Does Not/ Doesn’t</th>
<th>Base Form of Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don’t</td>
<td>work.</td>
<td>He</td>
<td>doesn’t</td>
<td>work.</td>
</tr>
<tr>
<td>You</td>
<td>doesn’t</td>
<td></td>
<td>She</td>
<td>doesn’t</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>doesn’t</td>
<td></td>
<td>It</td>
<td>doesn’t</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>doesn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>doesn’t</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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. __________

---

**Subject**

I
You
We
You
They

**Do Not/ Don’t**

don’t

**Base Form of Verb**

work.

**Subject**

He
She
It

**Does Not/ Doesn’t**

doesn’t

**Base Form of Verb**

work.
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.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>three-thirty</td>
</tr>
<tr>
<td>in</td>
<td>the afternoon</td>
</tr>
<tr>
<td>at</td>
<td>night</td>
</tr>
<tr>
<td>on</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

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

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

- Use *in* with morning, afternoon, and evening.
- We go to work **in** the morning.
- We eat dinner **in** the evening.

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

**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.)

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.
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 _______ 

3.6 Like, Need, and Want + Infinitive

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Infinitive</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>like</td>
<td>to exercise</td>
<td>in the morning.</td>
</tr>
<tr>
<td>He</td>
<td>likes</td>
<td>to relax</td>
<td>today.</td>
</tr>
<tr>
<td>We</td>
<td>need</td>
<td>to relax</td>
<td>today.</td>
</tr>
<tr>
<td>She</td>
<td>needs</td>
<td>to relax</td>
<td>today.</td>
</tr>
<tr>
<td>They</td>
<td>want</td>
<td>to meet</td>
<td>every week.</td>
</tr>
<tr>
<td>He</td>
<td>wants</td>
<td>to meet</td>
<td>every week.</td>
</tr>
</tbody>
</table>

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.*
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!

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

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.*
**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. She doesn’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.

**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?

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

<table>
<thead>
<tr>
<th>work</th>
<th>have</th>
<th>from</th>
<th>at</th>
<th>to</th>
<th>in</th>
<th>on</th>
</tr>
</thead>
</table>

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!

**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**

<table>
<thead>
<tr>
<th>Week 18, May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>9 AM - 10 AM class</td>
</tr>
<tr>
<td>10 AM - 11 AM</td>
</tr>
<tr>
<td>11 AM - 12 PM class</td>
</tr>
<tr>
<td>12 PM - 1 PM</td>
</tr>
<tr>
<td>1 PM - 2 PM</td>
</tr>
<tr>
<td>2 PM - 3 PM</td>
</tr>
<tr>
<td>3 PM - 4 PM</td>
</tr>
<tr>
<td>4 PM - 5 PM</td>
</tr>
</tbody>
</table>

**Suggestions**

- How about coffee sometime?
- How about (time of day)?
- How about (time)?
- OK. See you then.

**Answers**

- Sure. That sounds good.
- I’m sorry. I have (class / practice / work / a meeting).
- Great.
16 LISTEN & SPEAK.

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

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Austria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.*
EXPLORE

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 elephants in Kenya. They feed the baby elephants, take care of them, and even play soccer with them.
Sue: Hmm. 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 off. The elephants are our alarms.”

Sue: That’s funny. Smart elephants! I want to read that article.

---

1 An orphan is a child or baby animal whose parents are dead.
2 People use blankets in bed at night to stay warm.
2 CHECK. Read the false statements about elephant keepers. Then correct each statement to make it true.

1. The keepers feed the baby elephants.
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.
3.7 Verb + Object / Verb + Preposition + Object

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb/Verb Preposition</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>teach</td>
<td>children.</td>
</tr>
<tr>
<td>He</td>
<td>drives</td>
<td>a bus</td>
</tr>
<tr>
<td>We</td>
<td>listen to</td>
<td>music</td>
</tr>
<tr>
<td>She</td>
<td>looks at</td>
<td>magazines</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I like Tina.</td>
</tr>
<tr>
<td>he</td>
<td>He likes Tina.</td>
</tr>
<tr>
<td>she</td>
<td>She is nice.</td>
</tr>
<tr>
<td>it</td>
<td>It is fun.</td>
</tr>
<tr>
<td>we</td>
<td>We know Al and Eva.</td>
</tr>
<tr>
<td>you</td>
<td>You are friends with Al and Eva.</td>
</tr>
<tr>
<td>they</td>
<td>They are your friends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object Pronouns</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>Tina likes me.</td>
</tr>
<tr>
<td>him</td>
<td>She likes him.</td>
</tr>
<tr>
<td>her</td>
<td>I like her.</td>
</tr>
<tr>
<td>it</td>
<td>We like it.</td>
</tr>
<tr>
<td>us</td>
<td>They know us.</td>
</tr>
<tr>
<td>you</td>
<td>They like you.</td>
</tr>
<tr>
<td>them</td>
<td>You like them.</td>
</tr>
</tbody>
</table>

1. Object pronouns replace object nouns.
   - He rides the bus. → He rides it every day.
   - I talk to my parents a lot. → I talk to them a lot.

2. Pronouns refer back to an earlier person or thing.
   - George loves pizza. He eats it every night.
   - My sister’s son and daughter are cute. I love them.

7 Complete the exercises.

A Circle the object pronoun in each pair of sentences.

1. Angel has a new job. He likes ___ 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.
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.

Complete each sentence with the correct object pronoun.

1. Nico’s sister is in town this week. I want to meet _________.
2. It’s my father’s birthday today. I need to call _________.
3. She lives near her grandparents. She visits _________.
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 _________.
9. Ron and Ella are our neighbors. They live near _________.
10. Spinach is my brother’s favorite vegetable. He loves _________.

PRACTICE

Complete the exercises.

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 __________

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

He thinks about Linda every day.
LISTEN, WRITE & SPEAK.

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.    T    F
2. The company pays Kelly a lot of money.    T    F
3. Tim sells balls at a golf course.    T    F
4. Tim doesn’t wear scuba gear.    T    F
5. An alligator lives in the lake.    T    F
6. Max and Jackson live in South Africa.    T    F
7. Max and Jackson kill crocodiles.    T    F
8. Max and Jackson are very careful.    T    F

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**.
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.)

<table>
<thead>
<tr>
<th>Job</th>
<th>Danger</th>
<th>Difficulty</th>
<th>Excitement</th>
<th>Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>pet food taster</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crocodile hunter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>golf ball diver</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.

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.

B Work with a partner. Share your sentences from exercise A.
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 Bidelspach is an artist for an online game company. Here is his advice.¹

- Don’t play games all the time. Make them! Use your time to improve your skills.²
- 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. Volunteer³ to work at a company.
- Don’t ask for a lot of money at your first job. Work hard.

Good luck!

¹ People give advice to help other people.
² A skill is an ability that helps you do a job well.
³ A volunteer does work for no money.
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.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Good Idea</th>
<th>Bad Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. make games</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. play games all the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. worry about a college degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. get experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ask for a lot of money</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.  
   T  F

2. We don't need to write the subjects with these verbs.  
   T  F

3. The sentences all give advice.  
   T  F
3.9 Imperatives: Affirmative

<table>
<thead>
<tr>
<th>Base Form of Verb</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td><strong>on time for the meeting.</strong></td>
</tr>
<tr>
<td>Close</td>
<td><strong>the door.</strong></td>
</tr>
<tr>
<td>Open</td>
<td><strong>your books.</strong></td>
</tr>
</tbody>
</table>

1. Use imperatives to give:
   a. commands;
   b. instructions;
   c. directions;
   d. warnings;
   e. advice.

   a. **Sit down.**
   b. **Complete** each sentence.
   c. **Turn left.**
   d. **Be careful.**
   e. **Try again.**

2. Use the base form of the verb for imperatives.

   **Write** your name and address.
   **Do** your homework.

3. **You** is the subject of imperatives, but it is not common to write or say **you**.

   **Open** your books.
   **Call** Margaret.

4. To be polite, use **please** with imperatives.

   **Please** take your shoes off.
   **Take your shoes off, please.**

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.

<table>
<thead>
<tr>
<th>ask</th>
<th>be</th>
<th>eat</th>
<th>give</th>
<th>go</th>
<th>stay</th>
<th>study</th>
<th>wear</th>
</tr>
</thead>
</table>

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.
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.

<table>
<thead>
<tr>
<th>close</th>
<th>open</th>
<th>say</th>
<th>sit down</th>
<th>stand up</th>
<th>write</th>
</tr>
</thead>
</table>

Student A: Say hello.

Student B: Stand up.

Student C: Open your book.

3.10  Imperatives: Negative

<table>
<thead>
<tr>
<th>Do Not/</th>
<th>Base Form of Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t</td>
<td>open the windows</td>
</tr>
</tbody>
</table>

1. To make an imperative negative, put don’t or do not before the base form of the verb.

Don’t drink a lot of coffee.

2. Do not is common in formal writing. It is not common in informal writing or conversations.

Do not park in front of this building.

3. 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!

**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.*
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.
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. __  

108 SIMPLE PRESENT: PART 1
10 **EDIT.** Read the advice. Find and correct five more errors with imperatives.

**How to Be a Good Employee**

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.

<table>
<thead>
<tr>
<th>call</th>
<th>drink</th>
<th>get</th>
<th>go</th>
<th>quit</th>
<th>save</th>
<th>stay</th>
<th>take</th>
</tr>
</thead>
</table>

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. **Get** a course in math or computer science.

2. A: I don’t like my job. I want to quit.
   B: **Quit** your job now. **Get** another job first.

3. A: I have a cold. I need to go to a hospital.
   B: **Go** to a hospital. Just **Take** a doctor or **Get** at home and **Drink** hot tea.

4. A: I’m tired. I need more sleep.
   B: Well, **Stay** to bed early, and **Get** coffee at night.

5. A: I don’t have very much money, but I want to go shopping.
   B: **Don’t** shopping. **Go** home and **Save** your money.
LISTEN, SPEAK & WRITE.

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.

<table>
<thead>
<tr>
<th>Good Idea</th>
<th>Bad Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Swim a lot.</td>
<td>☑</td>
</tr>
<tr>
<td>2. Learn about the ocean.</td>
<td></td>
</tr>
<tr>
<td>3. Try to catch fish.</td>
<td></td>
</tr>
<tr>
<td>4. Choose the right camera.</td>
<td></td>
</tr>
<tr>
<td>5. Practice in a swimming pool.</td>
<td></td>
</tr>
<tr>
<td>6. Jump into the water with your camera.</td>
<td></td>
</tr>
<tr>
<td>7. Leave your camera in the sun.</td>
<td></td>
</tr>
<tr>
<td>8. Have fun.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Good Ideas</th>
<th>Bad Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swim a lot.</td>
<td></td>
</tr>
</tbody>
</table>

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. . . .
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.  

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Days</th>
<th>Times</th>
<th>Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petra</td>
<td>M-W-F</td>
<td>9:00 a.m. – 5:30 p.m.</td>
<td>1:00 – 1:45 p.m.</td>
</tr>
<tr>
<td>Ali</td>
<td>M-F</td>
<td>3:00 a.m. – 12:00 p.m.</td>
<td>8:00 – 8:45 a.m.</td>
</tr>
<tr>
<td>Nadia</td>
<td>T/Th</td>
<td>11:00 p.m. – 6:00 a.m.</td>
<td>2:30 – 3:00 a.m.</td>
</tr>
<tr>
<td>Ken</td>
<td>T/Th</td>
<td>9:00 p.m. – 6:00 a.m.</td>
<td>2:00 – 2:30 a.m.</td>
</tr>
<tr>
<td>Cathy</td>
<td>M-F</td>
<td>10:00 a.m. – 6:00 p.m.</td>
<td>2:00 – 2:30 p.m.</td>
</tr>
</tbody>
</table>

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

Max Kraushaar **studies 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 carries the pies in a basket.** He **takes orders until 3:00 a.m.** Max's **company have a funny name.** He calls it **“Piecycle.”**

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 **works** (work) in Alaska **in the winter.** He **have a job on a crab boat.** He **fish for crabs** (fish) **October through January.** Chris and the other fishermen **drop** (drop) heavy crab pots in the ocean and **pull them back onto the boat a day later.** Chris **not like** (not like) his job.

It **be very dangerous on the ocean.** Even in bad weather, the work **not stop.** The days **be very short in the winter.** The sun **not rise** (not rise) **about 10:00 a.m.,** and it **go down** (go down) **around 4:00 p.m.** Chris's mother **worry** (worry) about him. She **say,** **be careful, Chris!** **not fall off the boat!”** He **say,** **(not worry), Mom!”**
5 SPEAK & WRITE.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>My Schedule</th>
<th>My Partner’s Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>wake up</td>
<td>M-F 8:00; Sat, Sun 12:00</td>
<td>M-F 7:00; Sat, Sun 9:00</td>
</tr>
<tr>
<td>eat lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see my friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

1. _____ a test / a party
2. _____ an important meeting / a headache
3. _____ a new job / no car
4. _____ 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. _____________________________

3. _____________________________

4. _____________________________
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?

<table>
<thead>
<tr>
<th>The Job of a Teacher</th>
<th>In Class</th>
<th>At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>She asks a lot of questions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>My Job as a Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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]