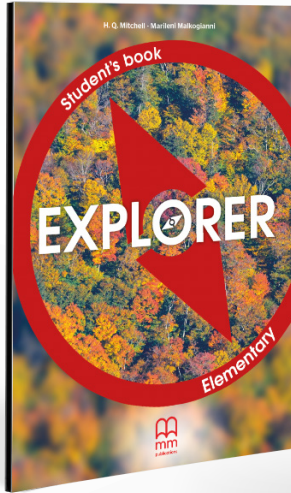


EXPLORER





NE_Build & Grow

Clue & Key

Compass Publishing

CARROT GLOBAL

Alston

euroexam International

Series



CEFR
A1 to B2

Levels
5 books

Modules per book
16

Lessons per module
3

Teaching hours
per week:
3

Main Characteristics

Vector is an exciting brand new six-level course for primary students. It has been designed to engage students, spark their interest in scientific knowledge and equip them with the skills necessary to excel in the modern, ever changing world. The framework provides a comprehensive set of progressive learning objectives for science and helps develop practical skills through scientific inquiry.

Key features:

- > Culture pages with consolidation projects.
- > Review activities.
- > Systematic development of written production skills.
- > Section for Project Based Learning guidelines.
- > Videos and Digital Glossary.

Components for students



Student's book



Full-color
Workbook



Student's CD



MM Series
Student's
Resources



ELT
Platform



NE_Build & Grow

Clue & Key

Compass Publishing

CARROT GLOBAL

Alston

euroexam International

Series



Main Characteristics

Components for teachers



Teacher's Resource CD / CD-ROM



Class CDs



MM Series Student's Resources



ELT Platform



In Explorer, both British and American English have been used in different written and spoken texts, thus preparing students for various examinations. British English spelling conventions are used throughout these books.



Scope and Sequence



Platform

Samples
pages

2

How's work?

LESSON ONE

Listening and reading

A. Listen, read and find out if Lisa and Sophie like their jobs.

Sophie Hi, Lisa!
Lisa Hello, Sophie. How are you? How's work?
Sophie Oh, well, you know, boring. I get up early in the morning and I work all day long.
Lisa What time do you start work?
Sophie I go to the shop at 9.00 a.m. every day and I work until 5.30 in the evening... On Thursdays, until 7.00. What about you? How are things at the office?
Lisa Not that great! I start work at 7.00 a.m. and finish at 8.00 p.m. We even work on Saturdays from 8.00 a.m. to 1.00 p.m.
Sophie I work on Saturdays too. I finish at 6.00 p.m.
Lisa What a weekend! When do you relax?
Sophie Well, late at night and on Sundays.
Lisa You know, Sophie, I think it's time to get a new job!



B. What time do Sophie and Lisa start and finish work? Read again and complete the schedule.

My week



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SOPHIE	9.00 a.m. - 5.30 p.m.	9.00 a.m. - _____	_____ - 5.30 p.m.	_____ - _____	9.00 a.m. - 5.30 p.m.	_____ - _____	X
LISA	_____ - 8.00 p.m.	7.00 a.m. - 8.00 p.m.	7.00 a.m. - _____	_____ - _____	7.00 a.m. - 8.00 p.m.	_____ - _____	X



Vocabulary



Telling the time



Look, read and complete. Then listen and check your answers.



What time is it?



1  It's four o'clock.
 It's _____

2  It's five past six.
 It's _____

3  It's a quarter past two.
 It's _____

4  It's half past eight.
 It's _____

5  It's a quarter to one.
 It's _____

6  It's ten to three.
 It's _____

Grammar

Present Simple

(affirmative and questions: *I, we, you, they*) - Prepositions of time

A. Read the examples. What do you notice about the formation of the affirmative and question form of the Present Simple? What do you notice about the use of the prepositions of time *on, in, at, until* and *from... to...*?

A: What time **do you start** work **on** Monday?

B: **I start at** seven o'clock. **I work from** seven **in** the morning **to** three **in** the afternoon.

My flatmates work until ten o'clock **at** night!

We get up early on Saturday mornings but our friends get up late.

A: When **do you relax**?

B: **At** the weekend.

B. Complete the dialogues with prepositions of time and the Present Simple of the verbs in brackets.

a.

A: What time (1) _____ (you / go) to school?

B: (2) _____ 8.15 (3) _____ the morning.

b.

A: I (1) _____ (relax) and (2) _____ (read) books (3) _____ Saturdays. What about you?

B: Well, I (4) _____ (work) (5) _____ 4 o'clock every Saturday. (6) _____ Saturday evenings my wife and I (7) _____ (go) out with our friends.

c.

A: What time (1) _____ (you and Pete / open) the shop (2) _____ Sundays?

B: We (3) _____ (open) the shop (4) _____ 10 a.m. We're open (5) _____ 10 a.m. (6) _____ 2 p.m.

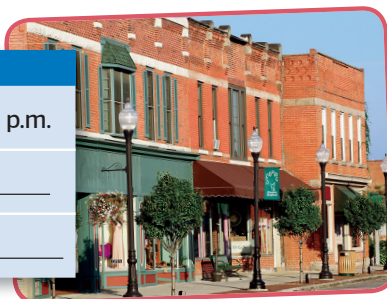
Listening

Listen to two people talking about what time shops open and close in Madrid, Spain and in New York City, USA and complete the tables.



Madrid	
Mon-Sat:	9.30 a.m. - _____ _____ - 8.00 p.m.
Sun:	CLOSED

New York City	
Mon-Fri:	_____ - 9.00 p.m.
Sat:	9.00 a.m. - _____
Sun:	_____ - _____



Speaking

Work in pairs. Ask and answer questions about each other's daily schedules, using the prompts in the box.

get up
start work/classes
finish work/classes
relax

What time do you...?

I...

When do you...?

I...

2

LESSON TWO

Vocabulary

Jobs and workplaces

Match the pictures with the sentences. Then listen and check your answers.



1 She's a waitress.



2 He's a pilot.



3 He's a doctor.



4 She's a shop assistant.



5 She's a reporter.

- a She works in a bookshop.
- b He works at a hospital.
- c She works for a TV station.
- d She works at a restaurant.
- e He works for an airline.

Listening and reading

A. Look at the pictures of the people and guess what they do.

B. Listen, read and check your answers



Ben Johnson

Ben Johnson lives in Brisbane, Queensland, Australia, but he works in the sky over Brisbane. He is a helicopter pilot and flies over the city to report the traffic news to radio and TV stations. He gives information to drivers in the city. 'It's an interesting job,' he says.



Melanie Greene

Melanie Greene works as a journalist for News Channel 9 and she's very busy. She starts her day early in the morning. She appears on *Good Morning Brisbane* every weekday from 5.30 a.m. to 7.00 a.m. She presents the news and gives information about other things, like the weather, the traffic, etc. 'I help people start their day,' she says. 'I love my job!'

C. Read again and answer the questions.

1. Where does Ben live?
2. What does he report?
3. Who does he help?
4. What information does Melanie give to people?
5. When does she appear on TV?

Grammar

Present Simple (affirmative and questions: *he, she, it*)

A. Read the examples. How do we form the third person singular of the Present Simple?



A: What **does she do**?

B: She's a waitress. **She works** at a Chinese restaurant.



A: Jack's a helicopter pilot. **He flies** a helicopter all day.

B: What time **does he finish** work?

A: **He finishes** at 6.00 p.m.

B. Complete the dialogues with the Present Simple of the verbs in the box. Use some verbs more than once.

work present speak
go mean do love

a.

A: Where does your friend, Matt, (1) _____?

B: He (2) _____ for a radio station.

A: Really? What does he (3) _____ there?

B: He (4) _____ the news.

A: That's a great job!

b.

A: What do you (1) _____ on Saturday evenings?

B: Sally and I (2) _____ to an Italian restaurant every Saturday. She (3) _____ restaurants.

c.

A: My wife (1) _____ English and French. I (2) _____ English, French and Spanish.

B: Really? What does *casa* (3) _____ in Spanish?

A: It (4) _____ *house*.

Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

- a. speaks b. gives c. closes

B. Now listen and tick (✓) the sound you hear.

	answers	finishes	helps	flies	writes	goes
speaks /s/						
gives /z/						
closes /ɪz/						

Speaking

Work in pairs. Students A & B: Go to the Speaking Section.

2

LESSON THREE

Vocabulary

Duties at work

Match the pictures with the sentences. Then listen and check your answers.



1 She's a secretary.



2 He's a waiter.



3 He's a bus driver.



4 He's a taxi driver.



5 He's an English teacher.

- a He takes people to different places in his car.
- b He drives a bus and takes people round the city.
- c She types emails and answers phone calls.
- d He teaches students.
- e He serves customers.

Reading

A. Look at a career advice website showing different full-time and part-time jobs in a hotel.

Look at the pictures and guess what each person does.


B. Listen, read and compare the information in the text with your answers.

www.careeradviceforall.com

Search...


WORKING IN A HOTEL

CAREER ADVICE




CONCIERGE

The concierge gives guests information about different places in the city. He/She also tells the bellboys what to do.




RECEPTIONIST

The receptionist gives the guests the keys to their rooms. He/She also answers phone calls and gives people information about the hotel.




BELLBOY

The bellboy helps the guests. He parks their cars and also carries their luggage to their rooms. This is a great part-time job for students.



DOORMAN

The doorman welcomes the guests at the hotel entrance. He also finds taxis for hotel guests.



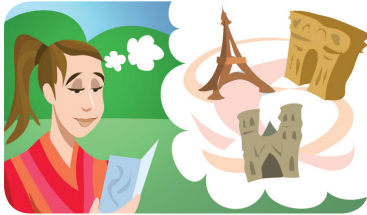
CHEF

The chef works in the hotel kitchen and prepares the meals. Sometimes he/she is in the hotel restaurant too and helps the guests choose a dish.

C. Read the text again and look at the pictures. Write which hotel employee can help these guests.



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

Listening

Listen to three people talking about their jobs. Decide whether they are part-time or full-time jobs and match the people with the correct jobs. There is one extra job which you do not need to use.

part-time

full-time

- 1. Tom
- 2. Roy
- 3. Phil

a waiter

b chef

c bellboy

d taxi driver

Speaking

Work in pairs.

Student A

Imagine that you are doing a survey on people's working habits. Interview Student B and complete the form. Then ask Student B questions about a friend of his/hers.

Student B

Student A is interviewing you about your working habits. Answer his/her questions. If you don't have a job, imagine that you do. Then answer questions about a friend of yours.



WORK SURVEY

	Student B	His/Her friend
what / do / ?		
where / work / ?		
what / exactly / do / ?		
part-time or full-time job / ?		
what time / start and finish / work / ?		
interesting or boring job / ?		

Writing

Imagine that you have a new job. Write an email to a friend and describe the job using the prompts from the Speaking activity.

●
●
●

Dear _____,

Hi! How are you? Guess what! I have a new job.

I work...

Send
📎 😊 B I AA 🗑️

2

How's work?

LESSON ONE

Listening and reading

A. Listen, read and find out if Lisa and Sophie like their jobs.

Sophie Hi, Lisa!
Lisa Hello, Sophie. How are you? How's work?
Sophie Oh, well, you know, boring. I get up early in the morning and I work all day long.
Lisa What time do you start work?
Sophie I go to the shop at 9.00 a.m. every day and I work until 5.30 in the evening... On Thursdays, until 7.00. What about you? How are things at the office?
Lisa Not that great! I start work at 7.00 a.m. and finish at 8.00 p.m. We even work on Saturdays from 8.00 a.m. to 1.00 p.m.
Sophie I work on Saturdays too. I finish at 6.00 p.m.
Lisa What a weekend! When do you relax?
Sophie Well, late at night and on Sundays.
Lisa You know, Sophie, I think it's time to get a new job!



B. What time do Sophie and Lisa start and finish work? Read again and complete the schedule.

My week



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
SOPHIE	9.00 a.m. - 5.30 p.m.	9.00 a.m. - _____	_____ - 5.30 p.m.	_____ - _____	9.00 a.m. - 5.30 p.m.	_____ - _____	X
LISA	_____ - 8.00 p.m.	7.00 a.m. - 8.00 p.m.	7.00 a.m. - _____	_____ - _____	7.00 a.m. - 8.00 p.m.	_____ - _____	X



Vocabulary



Telling the time



Look, read and complete. Then listen and check your answers.



What time is it?



1  It's four o'clock.
 It's _____

2  It's five past six.
 It's _____

3  It's a quarter past two.
 It's _____

4  It's half past eight.
 It's _____

5  It's a quarter to one.
 It's _____

6  It's ten to three.
 It's _____

FUNCTIONS

Talking about routines
 Telling the time
 Talking about daily schedules
 Talking about permanent situations

STRUCTURES

Present Simple
 (affirmative and Wh-questions: *I, we, you, they*)
 Prepositions of time

VOCABULARY

boring even finish get get up go (to) job office
 relax shop start week weekend work

Words related to time

a.m. day early half late o'clock past p.m.
 quarter to

Days of the week

Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday

Prepositions of time

at from... to in on until

Phrases

at night all day long every day How are things...?
 in the evening in the morning I think...
 It's time to... Not that great. What a weekend!
 What about...? What time...? What time is it? When...?
 you know

Warm-up

Aims: • to introduce the topic of the lesson and the main functions presented



- Ask Ss if they work, where they work and if they like their jobs.
- Ask Ss if they work every day and when they relax.

Listening and reading

CD 1 20

A. Aims: • to present vocabulary, structures and functions in the context of a dialogue between two women talking about their jobs

• to understand the gist of the dialogue



- Ask Ss to cover the dialogue, listen carefully and find out if Lisa and Sophie like their jobs. Play the recording.
- Play the recording again and tell Ss to follow in their books.
- Check Ss' answers.

KEY

They don't like their jobs.

B. Aims: • to check comprehension of specific information in the dialogue



- Tell Ss that they should refer to the dialogue and complete the schedule given about what time Sophie and Lisa start and finish work.
- Tell Ss to read the dialogue again.
- Have Ss do the activity.
- Check answers.

KEY**My week**

	MONDAY	TUESDAY
SOPHIE	9.00 a.m. - 5.30 p.m.	9.00 a.m. - 5.30 p.m.
LISA	7.00 a.m. - 8.00 p.m.	7.00 a.m. - 8.00 p.m.
	WEDNESDAY	THURSDAY
SOPHIE	9.00 a.m. - 5.30 p.m.	9.00 a.m. - 7.00 a.m.
LISA	7.00 a.m. - 8.00 p.m.	7.00 a.m. - 8.00 p.m.
	FRIDAY	SATURDAY
SOPHIE	9.00 a.m. - 5.30 p.m.	9.00 a.m. - 6.00 p.m.
LISA	7.00 a.m. - 8.00 p.m.	8.00 a.m. - 1.00 p.m.
	SUNDAY	
SOPHIE	X	
LISA	X	

Vocabulary

 CD 1 21

Telling the time

Aims: • to present and practise telling the time



- Ask Ss to look at the clocks and read the examples.
- Focus on the ways we tell the time in English and ask Ss to write the times missing.
- Have Ss do the activity.
- Play the recording and ask Ss to listen to it and check their answers.

KEY

1. seven o'clock
2. five past nine
3. a quarter past five
4. half past three
5. a quarter to eight
6. ten to six

OPTIONAL

- Say: *I'm a teacher. I start work at... and finish at...*
- Then ask Ss: *What time do you start/finish work?*
- Elicit answers.

LESSON ONE

Grammar

A. Aims: • to introduce the Present Simple (affirmative and Wh-questions: *I, we, you, they*) and prepositions of time



- Have Ss read each example and point out the words/phrases in orange and blue.
- Ask Ss to answer the questions.
- Point out that we form the Present Simple affirmative with the subject and the main verb. In the question form we use the auxiliary verb *do* in front of the subject and the main verb.
- Point out that we use the preposition *at* with the time and with the expressions *at the weekend / at night*, etc. We use the preposition *on* with the days of the week and the preposition *in* with the expressions *in the morning / in the afternoon / in the evening*, etc, but we say *on Monday mornings*. We use *until* and *from... to* to express duration of time.
- Refer Ss to the Grammar Reference at the back of the book.

B. Aims: • to practise using the structures taught in this lesson in the context of short dialogues



- Ask Ss to read the dialogues and do the activity.
- Check answers.

KEY

- a. 1. do you go
2. At
3. in
- b. 1. relax
2. read
3. on
4. work
5. until
6. On
7. go
- c. 1. do you and Pete open
2. on
3. open
4. at
5. from
6. to

- Play the recording twice.
- Have Ss do the activity.
- Check answers.

KEY

Madrid	
Mon-Sat:	9.30 a.m. - 1.30 p.m. 4.30 p.m. - 8.00 p.m.
Sun:	CLOSED

New York City	
Mon-Fri:	9.00 a.m. - 9.00 p.m.
Sat:	9.00 a.m. - 6.00 p.m.
Sun:	10.00 a.m. - 4.00 p.m.

LISTENING TRANSCRIPT

A: Come on, let's go shopping.

B: But it's three o'clock. You're not in New York City now, you know. This is Madrid.

A: What do you mean?

B: People here have a siesta in the afternoon, so the shops close at half past one. They open again at half past four until late in the evening...

A: On Saturdays too?

B: Yep.

A: People don't have siestas in New York City. The shops are open from nine a.m. to nine p.m.

B: And at the weekend?

A: Well, they close at six on Saturdays, but they're open from ten a.m. to four p.m. on Sundays.

B: There's no shopping in Madrid on Sundays. It's just one all-day siesta!

Speaking

Aims: • to give Ss practice in asking and answering about daily schedules



- Divide Ss into pairs.
- Explain that they should use the prompts in the box and ask and answer questions about each other's daily schedules.
- Have Ss read the example.
- Have Ss do the activity.

Listening CD 1 22

Aims: • to listen for specific information

• to identify time



- Ask Ss what time the shops open and close in their country. Elicit answers.
- Ask Ss to listen to the recording and complete the time that the shops open and close in the two cities.

Grammar

Present Simple

(affirmative and questions: *I, we, you, they*) - Prepositions of time

A. Read the examples. What do you notice about the formation of the affirmative and question form of the Present Simple? What do you notice about the use of the prepositions of time *on, in, at, until* and *from... to...*?

A: What time **do you start** work **on** Monday?

B: **I start at** seven o'clock. **I work from** seven **in** the morning **to** three **in** the afternoon.

My flatmates work until ten o'clock **at** night!

We get up early on Saturday mornings **but our friends get up late.**

A: When **do you relax**?

B: **At** the weekend.

B. Complete the dialogues with prepositions of time and the Present Simple of the verbs in brackets.

a.

A: What time (1) _____ (you / go) to school?

B: (2) _____ 8.15 (3) _____ the morning.

b.

A: I (1) _____ (relax) and (2) _____ (read) books (3) _____ Saturdays. What about you?

B: Well, I (4) _____ (work) (5) _____ 4 o'clock every Saturday. (6) _____ Saturday evenings my wife and I (7) _____ (go) out with our friends.

c.

A: What time (1) _____ (you and Pete / open) the shop (2) _____ Sundays?

B: We (3) _____ (open) the shop (4) _____ 10 a.m. We're open (5) _____ 10 a.m. (6) _____ 2 p.m.

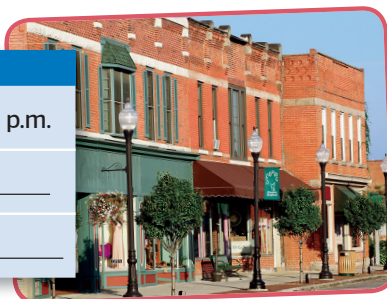
Listening

Listen to two people talking about what time shops open and close in Madrid, Spain and in New York City, USA and complete the tables.



Madrid	
Mon-Sat:	9.30 a.m. - _____ _____ - 8.00 p.m.
Sun:	CLOSED

New York City	
Mon-Fri:	_____ - 9.00 p.m.
Sat:	9.00 a.m. - _____
Sun:	_____ - _____



Speaking

Work in pairs. Ask and answer questions about each other's daily schedules, using the prompts in the box.

get up
start work/classes
finish work/classes
relax

What time do you...?

I...

When do you...?

I...

2

LESSON TWO

Vocabulary

Jobs and workplaces

Match the pictures with the sentences. Then listen and check your answers.



1 She's a waitress.



2 He's a pilot.



3 He's a doctor.



4 She's a shop assistant.



5 She's a reporter.

- a She works in a bookshop.
- b He works at a hospital.
- c She works for a TV station.
- d She works at a restaurant.
- e He works for an airline.

Listening and reading

A. Look at the pictures of the people and guess what they do.

B. Listen, read and check your answers



Ben Johnson

Ben Johnson lives in Brisbane, Queensland, Australia, but he works in the sky over Brisbane. He is a helicopter pilot and flies over the city to report the traffic news to radio and TV stations. He gives information to drivers in the city. 'It's an interesting job,' he says.



Melanie Greene

Melanie Greene works as a journalist for News Channel 9 and she's very busy. She starts her day early in the morning. She appears on *Good Morning Brisbane* every weekday from 5.30 a.m. to 7.00 a.m. She presents the news and gives information about other things, like the weather, the traffic, etc. 'I help people start their day,' she says. 'I love my job!'

FUNCTIONS

Describing work
 Asking for more information
 Talking about permanent situations
 Talking about routines

STRUCTURES

Present Simple (affirmative and Wh-questions: *he, she, it*)

VOCABULARY

appear at busy channel city do fly for give
 helicopter help in information interesting like
 live love news over present radio report
 say sky traffic weekday weather

Jobs and workplaces

airline bookshop doctor driver hospital
 journalist pilot reporter restaurant shop assistant
 TV station waitress

Phrases

on TV Where...? work as

Vocabulary CD 1  23**Jobs and workplaces**

Aims: • to introduce vocabulary related to jobs and workplaces



- Draw Ss' attention to pictures 1-5 and sentences a-e.
- Explain the activity and have Ss do it individually or in pairs.
- Play the recording and tell Ss to check their answers.

KEY

1. d
2. e
3. b
4. a
5. c

Warm-up

Aims: • to introduce the topic of the lesson and the main functions presented



- Discuss which jobs from the Vocabulary activity Ss find interesting/boring and why.

Listening and reading

CD 1  24

A. Aims: • to use visual information to predict the content of the texts



- Ask Ss to look at the pictures and try to guess what the people's jobs are.
- Elicit answers and discuss.

B. Aims: • to present vocabulary, structures and functions in the context of two short texts about jobs

- to check predictions
- to read for gist



- Ask Ss to read through the texts. Point out to them that they should not worry about unknown words at this stage.
- Play the recording and tell Ss to follow in their books.
- Check Ss' predictions.

KEY

The man is a helicopter pilot.
 The woman is a journalist for News Channel 9.

LESSON TWO

C. Aims: • to check comprehension of specific information in the texts



- Ask Ss to read the questions 1-5.
- Ask Ss to read the texts again and answer the questions.
- Check answers.

KEY

1. He lives in Brisbane, Queensland, Australia.
2. He reports the traffic news to radio and TV stations.
3. He helps the drivers in the city.
4. She gives information about the weather and the traffic on the streets.
5. She appears on TV every weekday from 5.30 a.m. to 7.00 a.m.

OPTIONAL

- Divide Ss into pairs.
- Tell Ss that Student A should mime a profession and Student B should try to guess it.
- Explain to Ss that they should take turns to mime and guess.
- Alternatively, play the miming game as a class activity.

Grammar

A. Aims: • to introduce the third person singular of the Present Simple affirmative and Wh-questions



- Have Ss read each example and point out the words in bold.
- Ask Ss the question given and elicit the answer that the third person singular of the Present Simple affirmative is formed by putting an -s at the end of the verb. Explain that the verbs ending in -ss, -sh, -ch, -x and -o take -es. The verbs ending in consonant -y drop the -y and take -ies. Point out to Ss that the interrogative form of the third person singular of the Present Simple is formed with the auxiliary verb *does* and the main verb in the infinitive form.
- Refer Ss to the Grammar Reference at the back of the book.

B. Aims: • to practise using the structures taught in this lesson in the context of short dialogues



- Ask Ss to read the dialogues.
- Have Ss do the activity.
- Check answers.

KEY

1. work 2. works 3. do 4. presents
1. do 2. go 3. loves
1. speaks 2. speak 3. mean 4. means

Pronunciation CD 1 25-26

A. Aims: • to present the difference between the /s/, /z/ and /ɪz/ sounds of the verbs in the third person singular of the Present Simple affirmative



- Play the recording and have Ss repeat the words.
- Ask Ss the question given and elicit the answer that *speaks* ends in an /s/ sound, *gives* in a /z/ sound and *closes* in an /ɪz/ sound.
- Explain to Ss that the final -s is pronounced /s/ when a verb ends in a /f/, /k/, /t/, /p/ or /θ/ sound. It is pronounced /ɪz/ when a verb ends in a /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/ sound. It is pronounced /z/ when a verb ends in any other sound except the ones mentioned.

B. Aims: • to practise the difference between the /s/, /z/ and /ɪz/ sounds of the third person singular of the Present Simple affirmative



- Explain the activity to Ss.
- Play the recording and have Ss do the activity.
- Check answers.

KEY

	answers	finishes
speaks /s/		
gives /z/	✓	
closes /ɪz/		✓
	helps	flies
speaks /s/	✓	
gives /z/		✓
closes /ɪz/		
	writes	goes
speaks /s/	✓	
gives /z/		✓
closes /ɪz/		

Speaking

Aims: • to give Ss practice in exchanging information about others



- Divide Ss into pairs.
- Tell Ss to go to the Speaking Section and read through their boxes. Ask Ss to read the information and explain that they should ask and answer questions in order to complete their boxes.
- Have Ss do the activity.

C. Read again and answer the questions.

1. Where does Ben live?
2. What does he report?
3. Who does he help?
4. What information does Melanie give to people?
5. When does she appear on TV?

Grammar

Present Simple (affirmative and questions: *he, she, it*)

A. Read the examples. How do we form the third person singular of the Present Simple?



A: What **does she do**?

B: She's a waitress. **She works** at a Chinese restaurant.



A: Jack's a helicopter pilot. **He flies** a helicopter all day.

B: What time **does he finish** work?

A: **He finishes** at 6.00 p.m.

B. Complete the dialogues with the Present Simple of the verbs in the box. Use some verbs more than once.

work present speak
go mean do love

a.

A: Where does your friend, Matt, (1) _____?

B: He (2) _____ for a radio station.

A: Really? What does he (3) _____ there?

B: He (4) _____ the news.

A: That's a great job!

b.

A: What do you (1) _____ on Saturday evenings?

B: Sally and I (2) _____ to an Italian restaurant every Saturday. She (3) _____ restaurants.

c.

A: My wife (1) _____ English and French. I (2) _____ English, French and Spanish.

B: Really? What does *casa* (3) _____ in Spanish?

A: It (4) _____ *house*.

Pronunciation

A. Listen and repeat. What's the difference between a, b and c?

- a. speaks b. gives c. closes

B. Now listen and tick (✓) the sound you hear.

	answers	finishes	helps	flies	writes	goes
speaks /s/						
gives /z/						
closes /ɪz/						

Speaking

Work in pairs. Students A & B: Go to the Speaking Section.

2

LESSON THREE

Vocabulary

Duties at work

Match the pictures with the sentences. Then listen and check your answers.



1 She's a secretary.



2 He's a waiter.



3 He's a bus driver.



4 He's a taxi driver.



5 He's an English teacher.

- a He takes people to different places in his car.
- b He drives a bus and takes people round the city.
- c She types emails and answers phone calls.
- d He teaches students.
- e He serves customers.

Reading

A. Look at a career advice website showing different full-time and part-time jobs in a hotel.

Look at the pictures and guess what each person does.


B. Listen, read and compare the information in the text with your answers.

www.careeradviceforall.com

Search...


WORKING IN A HOTEL

CAREER ADVICE




CONCIERGE

The concierge gives guests information about different places in the city. He/She also tells the bellboys what to do.




RECEPTIONIST

The receptionist gives the guests the keys to their rooms. He/She also answers phone calls and gives people information about the hotel.




BELLBOY

The bellboy helps the guests. He parks their cars and also carries their luggage to their rooms. This is a great part-time job for students.



DOORMAN

The doorman welcomes the guests at the hotel entrance. He also finds taxis for hotel guests.



CHEF

The chef works in the hotel kitchen and prepares the meals. Sometimes he/she is in the hotel restaurant too and helps the guests choose a dish.

FUNCTIONS

Describing work
Asking for more information

VOCABULARY

also around bus car carry choose dish drive
email entrance exactly find hotel key luggage
meal park phone call place prepare room serve
take taxi teach type

Words related to jobs and duties

bellboy chef concierge customer doorman
full-time guest part-time receptionist secretary
waiter

Phrases

have a job in my car tell sb what to do

Reading CD 1  28

- A. Aims:**
- to present vocabulary and functions in the context of a text from a career advice website
 - to use visual information to predict the content of the text



- Draw Ss' attention to the pictures and ask them to guess what exactly each of the people does.
- Elicit answers.

- B. Aims:**
- to read for gist and check predictions



- Play the recording and ask Ss to follow in their books.
- Compare Ss' answers with the information in the text.

Vocabulary CD 1  27**Duties at work**

- Aims:**
- to present and practise vocabulary related to duties at work



- Draw Ss' attention to the pictures 1-5 and ask them to guess the meaning of the accompanying sentences.
- Ask Ss to read sentences a-e and match them with the pictures 1-5.
- Play the recording and ask Ss to check answers.

KEY

1. c
2. e
3. b
4. a
5. d

Pre-reading

- Aims:**
- to introduce the topic of the reading text



- Focus on the type of text and the layout and ask Ss where such a text is likely to appear (in a website).
- Explain what *career advice* means.
- Ask Ss where they usually seek advice before they decide on their future career.

LESSON THREE

- C. Aims:**
- to read for specific information
 - to transfer from verbal to visual information



- Ask Ss to look at the pictures, read the text again and write which hotel employee can help the people in the pictures.
- Have Ss do the activity.
- Check answers.

KEY

1. bellboy
2. receptionist
3. bellboy
4. concierge
5. doorman
6. chef

Listening 1 29

- Aims:**
- to listen for gist



- Explain to Ss that they should match the people with the correct jobs. Tell them that there is one extra job which they do not need to use. Point out that they should decide whether they are part-time or full-time jobs too.
- Play the recording twice.
- Check answers and ask Ss to provide justification.

KEY

1. a, part-time
2. d, full-time
3. b, full-time

LISTENING TRANSCRIPT

- Tom:** I'm a student and I also work at the Prince Harold Hotel. I finish university at five o'clock and take the bus to the hotel. I work until nine o'clock. I like my job because I meet new people all the time. The chef makes some great meals. But we never get to eat any, we just serve them!
- Roy:** I wake up early in the morning and work all day long. I usually drive to the hotels in the morning because there are always a lot of customers there. I sometimes go home for lunch in the afternoon, but I usually work until late at night. Sometimes as late as twelve o'clock. It's a hard job.
- Phil:** I really like my job. I start work at eight o'clock in the morning and I finish at about seven in the evening. There are always a lot of guests at the hotel so I prepare many different meals. Sometimes the guests come into the kitchen and tell me how much they like the food. I like that.

Speaking

- Aims:**
- to give Ss practice in asking and answering questions about working habits



- Divide Ss into pairs.
- Explain to Ss that Student A should pretend to be the interviewer and Student B should pretend to be the interviewee. The interviewee should answer the interviewer's questions about himself/herself and about a friend of his/hers. The interviewer should complete the form.
- Choose a student and act out the dialogue.
- Have Ss do the activity.

Writing

- Aims:**
- to give Ss practice in writing an email, describing a new job



- Explain the writing task to Ss.
- Point out that they should use the prompts from the Speaking activity to write the email.
- If time is scarce, assign the writing task for homework.

C. Read the text again and look at the pictures. Write which hotel employee can help these guests.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Listening

Listen to three people talking about their jobs. Decide whether they are part-time or full-time jobs and match the people with the correct jobs. There is one extra job which you do not need to use.

part-time

full-time

1. Tom

2. Roy

3. Phil

a waiter

b chef

c bellboy

d taxi driver

Speaking

Work in pairs.

Student A

Imagine that you are doing a survey on people's working habits. Interview Student B and complete the form. Then ask Student B questions about a friend of his/hers.

Student B

Student A is interviewing you about your working habits. Answer his/her questions. If you don't have a job, imagine that you do. Then answer questions about a friend of yours.



WORK SURVEY

	Student B	His/Her friend
what / do / ?		
where / work / ?		
what / exactly / do / ?		
part-time or full-time job / ?		
what time / start and finish / work / ?		
interesting or boring job / ?		

Writing

Imagine that you have a new job. Write an email to a friend and describe the job using the prompts from the Speaking activity.

Dear _____,

Hi! How are you? Guess what! I have a new job.

I work...

Send

How's work?

2

LESSON ONE

A. Look at the clocks and write the time, as in the example.



1. It's half past three.

2. _____



3. _____

4. _____



5. _____

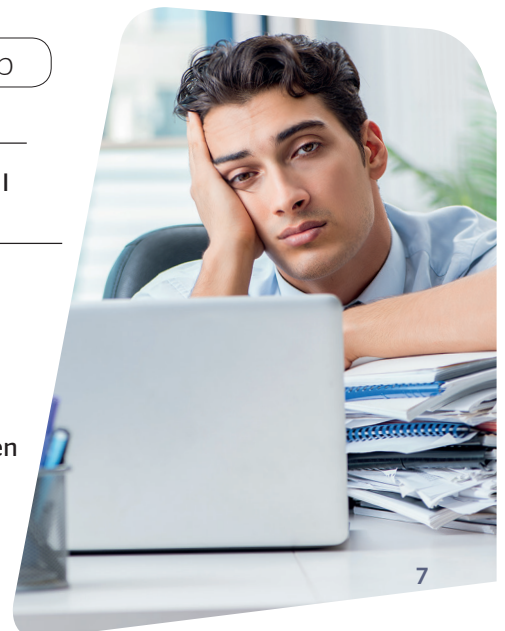


B. Complete the text with prepositions of time and the Present Simple of the verbs in the box.

work start relax finish go work get up

How are things? Well, not that great. My life is boring! I (1) _____
early (2) _____ the morning and (3) _____ to the office. I
(4) _____ work (5) _____ 8.30 a.m. and I (6) _____
(7) _____ 4.30 p.m. That's OK, but I also (8) _____
(9) _____ Saturdays, (10) _____ 9.00 a.m. (11) _____
5.00 p.m. I only (12) _____ (13) _____ Sundays.

My best friends, Alex and Simon, (14) _____ in a shop. It is open
(15) _____ the weekend too, (16) _____ 10.00 (17) _____
night.



2 How's work?

C. John and his wife, Jennifer, are teachers. Look at their weekly schedule and write questions or answers, as in the example.

MON	TUE	WED	THU	FRI	SAT	SUN
school	school	school	school	school	go shopping	11.00 a.m.
Start: 8.00 a.m.	Start: 8.30 a.m.	Start: 9.00 a.m.	Start: 10.00 a.m.	Start: 9.15 a.m.		go to Tina's house
Finish: 3.00 p.m.	Finish: 1.00 p.m.	Finish: 2.30 p.m.	Finish: 2.45 p.m.	Finish: 1.30 p.m.	8.00 p.m.	
		go shopping		go shopping	go to Tina's house	



1. *When do they go to work?* _____

Every day, from Monday to Friday.

2. _____

At half past two.

3. _____

On Saturdays and Sundays.

4. _____

At half past eight.

5. When do they go shopping?

6. What time do they finish work on Tuesdays?

7. What time do they finish work on Thursdays?

8. What time do they start work on Fridays?

D. Put the dialogue in the correct order. Write 2-9.

- At Halsey School. I'm a French teacher. It's a morning job.
- So what time do you start work?
- Romina, hi! How are you?
- That's early! What time do you get up?
- I start at 8.15 a.m. every day.
- 1 Hi, Mindy!
- I'm fine! I have got a new job, you know.
- At 6.30 a.m.!
- Really? Where do you work?



A. Complete the sentences and the crossword.

1. I love books, and I work as a shop _____ in a bookshop.
2. James is a(n) _____, and he works for a radio station.
3. Jordan is a(n) _____ at Sommerville Secondary School.
4. Patrick is a doctor. He works at Lister _____.
5. Meredith is a pilot. She works for an American _____.
6. Ms Hobson works as a(n) _____ in an Italian restaurant.

B. Complete the text with the Present Simple of the verbs in brackets.

Paul Chang (1) _____ (live) in Chicago. He is a reporter, and he (2) _____ (present) the news on Channel 7. He (3) _____ (appear) on TV every afternoon from three to four o'clock. He (4) _____ (love) his job. Kim, his wife, has got a bookshop and she's very busy.

On Saturdays, Paul (5) _____ (help) Kim at the bookshop. He (6) _____ (give) people information about the books. On Sundays, Paul and Kim (7) _____ (relax) at home. They (8) _____ (read) books and (9) _____ (listen) to music.



2 How's work?

C. Look at the pictures and the prompts and write questions and answers using the Present Simple.



What / Mr Harrison / do?

be / teacher

1. _____

What / Alice / do / weekend?

read / books

2. _____



Where / Nick / go / every Saturday?

go / restaurant

3. _____

Where / Pat / live?

live / London

4. _____

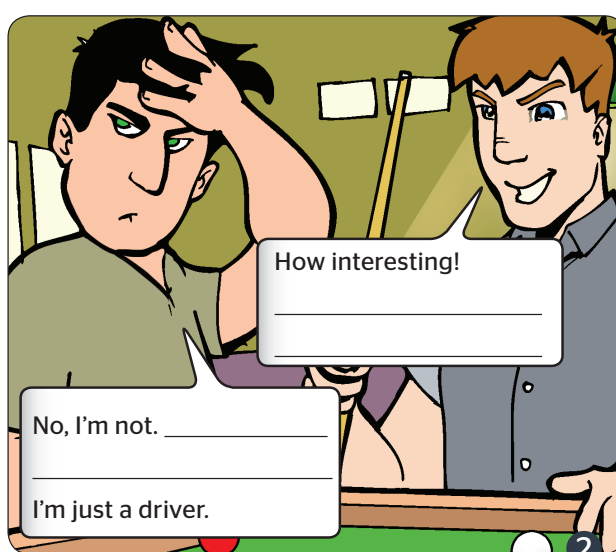
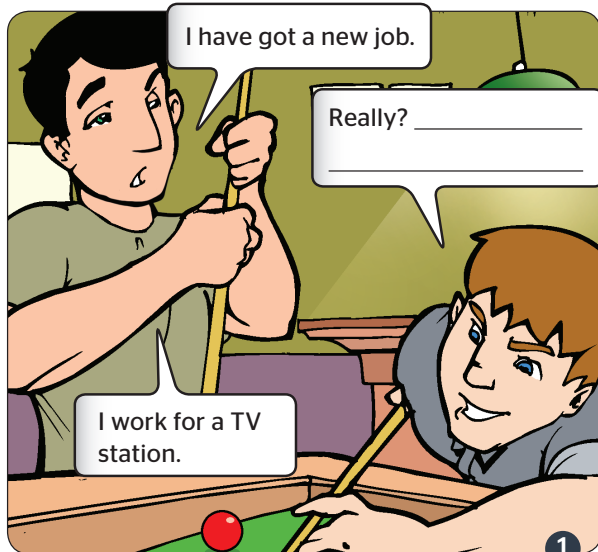


D. Complete the dialogue with the sentences in the box.

Are you a reporter?

My job is boring.

Where do you work?



A. Look at the table and write sentences about the people, as in the example.

		DUTIES	
Fred	Starts: 8.15 a.m.		
	Finishes: 4.15 p.m.	fly / helicopter	report / traffic news
Sarah	Starts: 8.45 a.m.		
	Finishes: 4.45 p.m.	send / emails	answer / phone calls
Luke	Starts: 7.30 a.m.		
	Finishes: 3.30 p.m.	park / cars	carry / luggage
Tony	Starts: 7.00 a.m.		
	Finishes: 4.00 p.m.	prepare / meals	serve / customers

1. Fred works from 8.15 a.m. to 4.15 p.m.
He flies a helicopter and reports the
traffic news.

2. Sarah _____

3. Luke _____

4. Tony _____

B. Match.

1. Where do they live?
2. Where do you work?
3. What does he do?
4. How are things at work?
5. What exactly does she do?
6. What time do you get up in the morning?
7. When do you go out with your friends?
8. Is your job interesting?



- a At half past seven.
- b She teaches English.
- c In Tennessee.
- d In a hospital.
- e Not that great.
- f On Fridays and Saturdays.
- g No, it's boring.
- h He's a taxi driver.

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