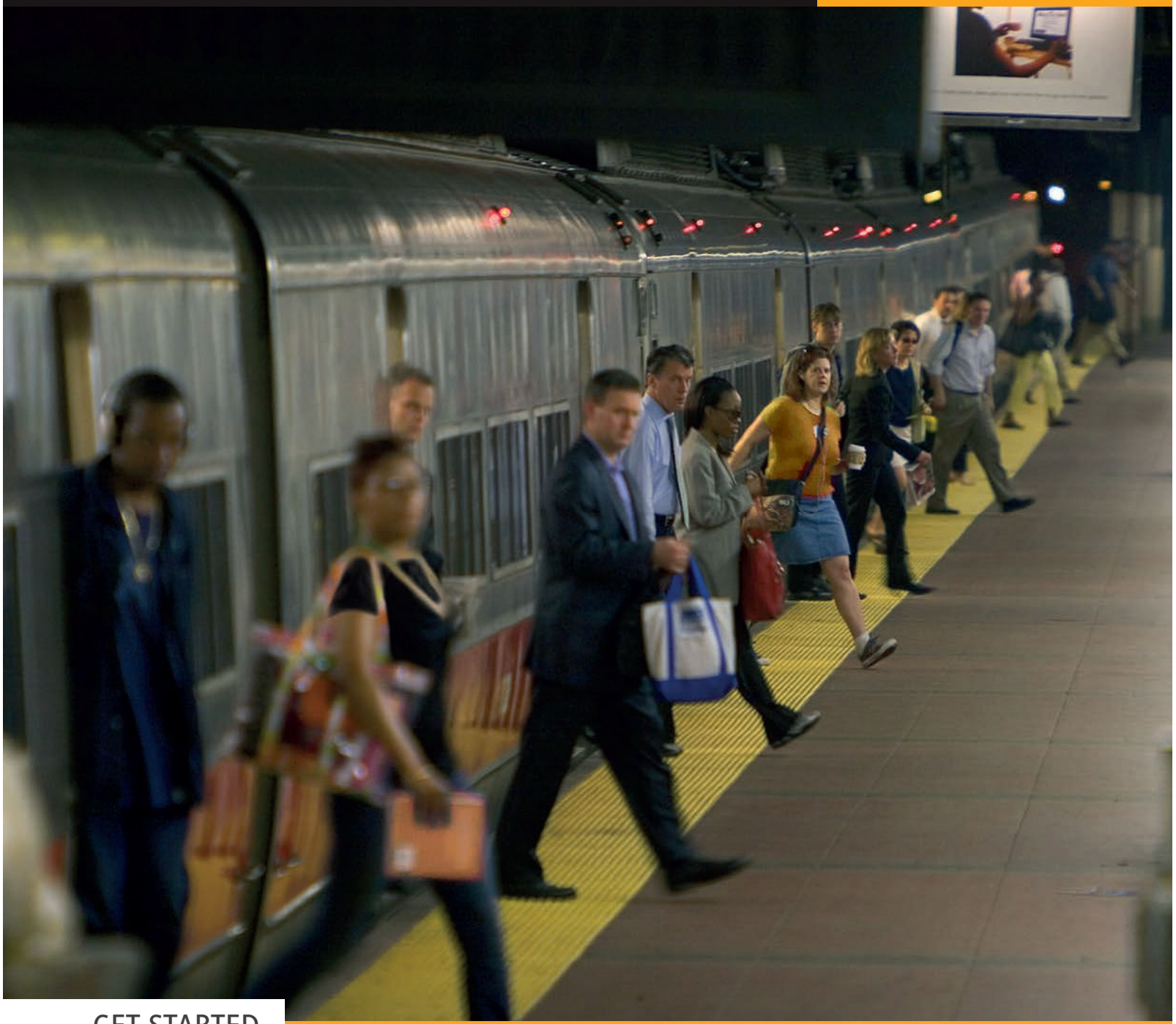
1 WHAT DO YOU DO?

LEARNING GOALS

In this unit, you

- talk about what you do
- describe your commute
- talk about what people do at work
- read about super commuting
- write a résumé



GET STARTED

A Read the title and the learning goals.

B Look at the photo of the people. What do you see?

C Now read Simon's message. Where is he? Why is he excited?



SIMON HARRIS

@SimonH

I'm at the TSW office for a week. Excited to meet everyone here!

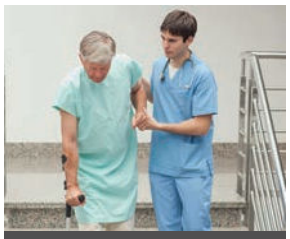
LESSON 1 TALK ABOUT WHAT YOU DO



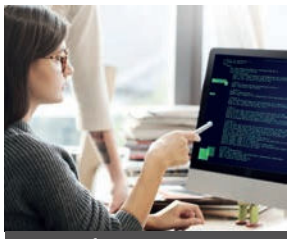
SIMON HARRIS
@SimonH
There's a big meeting this morning. I don't want to be late …

1 VOCABULARY Jobs

A 01-01 Listen. Then listen and repeat.


a nurse


a lawyer


a software engineer

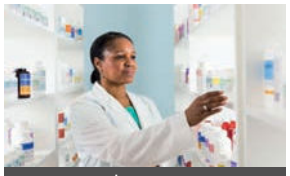

a chef


a teacher

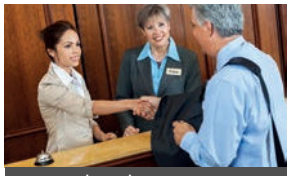

a doctor


a pilot


an accountant


a pharmacist


a market researcher


a hotel manager


a journalist

B Look at the jobs in 1A. Who works in an office? a school? a hospital? a restaurant?

C GROUPS Choose one job. Tell your group two things about that job.
Well, I know about chefs. They work in restaurants and cook food.

2 GRAMMAR Simple present of *be*: Review

SEE PAGE 150 FOR A COMPLETE CHART.

Affirmative statements		
Subject	***Be***	
I	**am**	a doctor.
She	**is**	in New York.

Negative statements			
Subject	***Be***	***Not***	
I	**am**	not	a doctor.
She	**is**		in New York.

Questions			
***Wh-* word**	***Be***	**Subject**	
	Is	he	in London?
Where	**is**	she	from?
Who	**are**	they?	

Answers
Yes, he **is**. / No, he **isn't.**
Brazil.
They're market researchers.

Notes
- We almost always use contractions in speaking and informal writing.
- Don't use contractions in affirmative short answers.
  Yes, he **is**. NOT ~~Yes, he's~~.

Affirmative contractions
I am → I'm
he is → he's
you are → you're

Negative contractions
I am not → I'm not
she is not → she isn't / she's not
we are not → we aren't / we're not

Contractions with *wh-* words
Who is → Who's
Where is → Where's

>> FOR PRACTICE, GO TO PAGE 125

3 PRONUNCIATION

COACH

A ▶01-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

sci•ence ac•count•ant hos•pi•tal

Stressed syllables

In words with more than one syllable, one syllable is stressed: **tea**•cher The stressed syllable is strong and clear.

B ▶01-04 Listen. Circle the words that have the stress shown. Then listen and repeat the words with the stress shown.

1. ••	doctor	hotel	lawyer	pilot
2. •••	computer	attendant	assistant	researcher
3. •••	journalist	pharmacist	engineer	manager

C PAIRS Say two words. Then talk with your partner. Do the two words have the same or different stressed syllables?

4 CONVERSATION

A ▶01-05 Listen or watch. Complete the chart. Check the names to answer the questions.

	Simon	Yuki	Zoey
1. Who is a social media manager?		✓	
2. Who is a market researcher?	✓		
3. Who is a marketing student?			✓

B ▶01-06 Listen or watch. Complete the conversation.



Yuki: So, Simon, where are you from?

Simon: I'm from _____ . I'm a market researcher.

Yuki: Oh, yeah?_____ a social media manager. _____ from Tokyo.

Simon: Oh, that's great!

C ▶01-07 Listen and repeat. Then practice with a partner.

D PAIRS Make two new conversations. Use these words or your own ideas. Use your own names and places.

a lawyer a teacher

a doctor a nurse

5 TRY IT YOURSELF

A MAKE IT PERSONAL Introduce yourself to a partner. Talk about what you do.

A: Hi. I'm Lisa. I'm a nurse.

B: Nice to meet you, Lisa. I'm Franco. I'm a student.

B WALK AROUND Introduce your partner to three classmates.

A: This is Franco. He's a student.

☐ I CAN TALK ABOUT WHAT I DO.

LESSON 2 DESCRIBE YOUR COMMUTE



SIMON HARRIS
@SimonH
I just listened to a podcast about how people get to work. One guy travels three and a half hours every day!

1 VOCABULARY Commuting

A ▶01-08 Listen. Then listen and repeat.



B ▶01-09 Listen to each person. Circle the correct answer.

1. Anna has a *long* / *short* commute.
2. It takes Jeff a *long* / *short* time to get to work.
3. Melanie's apartment is *close to* / *far from* work.

COACH

2 GRAMMAR Simple present: Review

Affirmative statements			Negative statements				
Subject	**Verb**		**Subject**	***Do / Does***	***Not***	**Base form of verb**	
I We	**live**	close to school.	I We	**do**	**not**	**have**	a long commute.
He	**lives**		He	**does**			

Notes

- We almost always use contractions with *do* and *does* + *not* in speaking and informal writing.
  do not → **don't** does not → **doesn't**
- *Do*, *have*, and *go* are irregular with *he*, *she*, and *it*. do → **does** have → **has** go → **goes**

Spelling rules for verbs with *he*, *she*, and *it*

- For most verbs, add *-s* to the base form. work → work**s** play → play**s**
- For verbs that end in *-ch*, *-s*, *-sh*, *-x*, or *-z*, add *-es*. teach → teach**es** miss → miss**es**
- For verbs that end in a consonant + *-y*, change the *-y* to *-i* and add *-es*. study → stud**ies** carry → carr**ies**

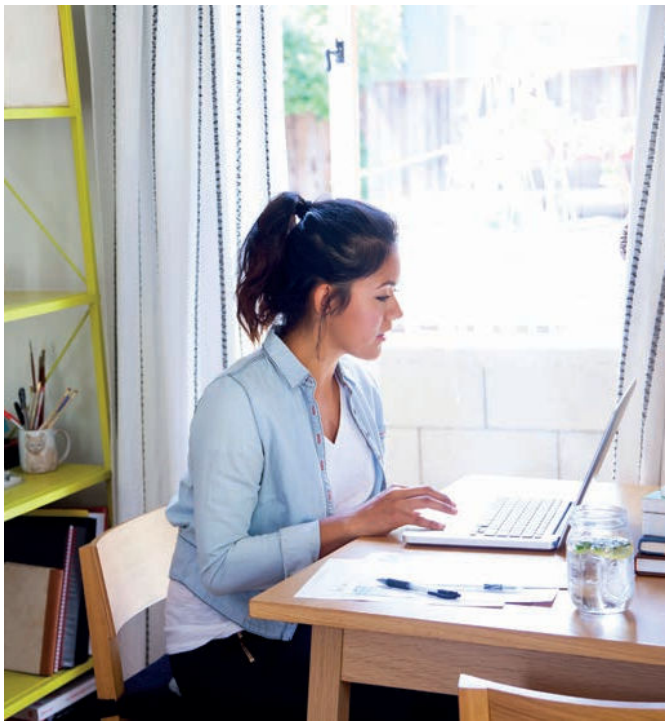
>> FOR PRACTICE, GO TO PAGE 126

3 LISTENING

A ▶01-11 Listen to the podcast about commuting. Check the true sentence, according to the podcast.

- ☐ 1. Most people have long commutes.
- ☐ 2. Many people want to commute.
- ☐ 3. Many people think about work during their commutes.





B ▶01-12 Listen again. Complete the sentences. Circle the correct answer.

1. Randall Baxter lives in ___ .
   a. Kingston
   b. Woodbury
   c. New York City
2. Randall's commute takes ___ .
   a. one minute b. one hour c. more than an hour
3. ___ walks to work.
   a. Randall Baxter b. Elena Ortiz c. Nobody
4. For many people, the perfect commute is ___ .
   a. one minute b. fifteen minutes c. forty minutes

LISTENING SKILL Listen for names

You don't need to understand every word. Think about the information you need. While you listen to the podcast, listen for the names of the people and places. This can help you understand.

C PAIRS Talk about the people in the listening. Describe their commutes.

Randall Baxter lives far from work. Every morning, he drives for about an hour. Then he...

4 TRY IT YOURSELF

A MAKE IT PERSONAL Talk about your commute to work or school.

A: I live close to school, so I have a short commute. It takes ten minutes. I take the bus.
B: I live far from school...

B TAKE A POLL How many people have short commutes? How many have long commutes?

☐ I CAN DESCRIBE MY COMMUTE.

LESSON 3 TALK ABOUT WHAT PEOPLE DO AT WORK



SIMON HARRIS
@SimonH
What a long day! Great to meet everyone, but now I need some coffee …

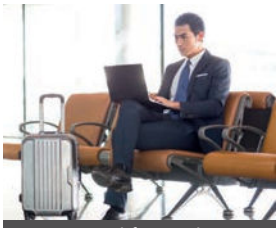
1 VOCABULARY Work activities

A ▶01-13 Listen. Then listen and repeat.


cook food


help people


answer phones


travel for work


meet new people


supervise workers


make presentations


order supplies


serve customers


write reports

B Circle the correct phrase.

1. A chef *cooks food / travels for work* in a restaurant.
2. Nurses *help people / serve customers* every day.
3. Lin is a market researcher. She *orders supplies for / writes reports about* products.

C PAIRS Talk about jobs you know well. Describe the jobs with the phrases in 1A.

A: How about hotel managers? B: They do a lot of things! They supervise workers and…

2 GRAMMAR Simple present, *yes / no* and *wh-* questions: Review

***Yes / No* questions**				**Short answers**					
Do	**Subject**	**Base form of verb**		**Yes**	**Subject**	***do***	**No**	**Subject**	***do not***
Do	you	**work**	at night?	Yes,	I	**do.**	No,	I	**don't.**
Does	she				she	**does.**		she	**doesn't.**

***Wh-* questions**					**Answers**
***Wh-* word**	***do / does***	**Subject**	**Base form of verb**		
What	**do**	you	**do**?		I'm a teacher.
Where		they	**work**?		In a hotel.
What	**does**	she	**do**	at work?	She serves customers.
Why		Zac	**study**	marketing?	Because he likes it.

>> FOR PRACTICE, GO TO PAGE 127

3 PRONUNCIATION

COACH

A 01-15 Listen. Notice the sound of the *-s* / *-es* ending. Then listen and repeat.

/s/	/z/	/ɪz/
works	serves	supervises
helps	travels	teaches

Simple present *-s* ending

We pronounce the *-s* / *-es* ending as an extra syllable /ɪz/ after the sounds /s/, /z/, /ʃ/, /ʧ/, and /ʤ/ (spelled *-s, -ce, -x, -z, -sh, -ch, -ge*). After other sounds, we say the *-s* ending as the sound /s/ or /z/ and do not add a syllable.

B 01-16 Listen. Write each verb in the correct column in 3A. Then listen and repeat.

1. answers 2. writes 3. uses 4. fixes 5. makes 6. drives

C PAIRS Write three sentences about someone you know. Use three words from 3A or 3B.

4 CONVERSATION

A 01-17 Listen or watch. Circle all the correct answers. Some questions have more than one answer.

1. Simon *travels / cooks / meets new people* for work.
2. Zoey *cooks food / helps the chef / studies* at work.
3. Zoey studies marketing so she can be a *chef* / *market researcher* / *marketing student*.

CONVERSATION SKILL Greet someone

To start a conversation, ask:

- How's it going?
- What's up?
- How are you?

Listen to or watch the video again. Raise your hand when you hear someone greet someone.



B 01-18 Listen or watch. Complete the conversation.

Simon: What _____ you _____ ?

Zoey: I'm an assistant chef. I help the chef. And sometimes I order supplies.

Simon: _____ you _____ it?

Zoey: _____ .

C 01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

a market researcher write reports make presentations

5 TRY IT YOURSELF

A MAKE IT PERSONAL Ask your partner about his or her job or the job of someone he or she knows. Use the verbs in 1A or your own verbs.

B WALK AROUND Ask three other classmates questions about their jobs.

☐ I CAN TALK ABOUT WHAT PEOPLE DO AT WORK.

LESSON 4 READ ABOUT SUPER COMMUTING



SIMON HARRIS
@SimonH

Zoey gave me a cool article on super commuters. How far would you travel for work?

1 BEFORE YOU READ

A PAIRS Describe how your friends commute.
Do they have a short or long commute? Do they drive? Walk? Take a train or bus?

B VOCABULARY 01-20 Listen. Then listen and repeat.

frequent: happening very often
disadvantage: a bad part of something
successful: A successful business makes money.
distance: the space between two places

2 READ

A READING SKILL Read the Reading Skill. Answer the questions.

1. What do you think the article will be about?

   _____

2. What do you think a *super commuter* is?

   _____

B 01-21 Listen. Read an article about super commuters.
Why do people choose to be super commuters?

READING SKILL
Make predictions

Predicting makes it easier to understand articles. Before you read this article, read the title and subtitles. Then look at the pictures. Can you guess what this article will be about? How does the title help you? How do the pictures help you?

SUPER COMMUTERS

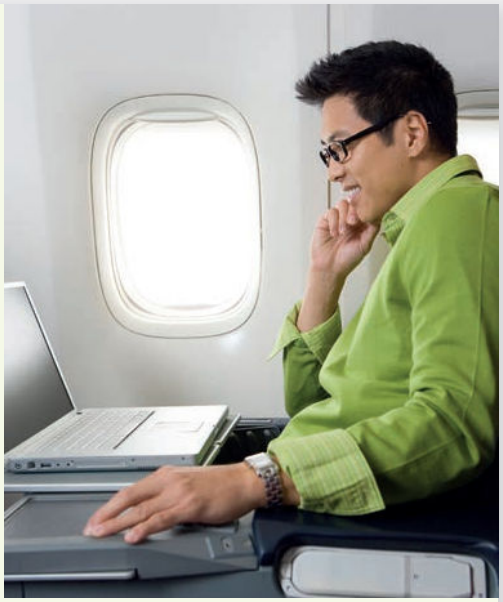
Akio Fujikawa has a long commute. His office is far from his home—almost five hours away by plane! He works in Tokyo, but he lives in Hanoi. Martha Connor's commute is even longer—more than 5,000 miles (about 9,000 km) from London to Mexico City. They are both super commuters—people who travel more than 180 miles (290 km) between their home and office. Why do they do it?

The Fujikawas: A great life at a good price

"The cost of living in Tokyo was too high," explains Akio. "Hanoi is always exciting, but nothing is very expensive," he says. "Also, flights between the two cities are frequent and cheap!" So, five years ago, the family moved to Vietnam. He and his family love Hanoi, especially the Vietnamese food. Every Monday, Akio flies to Tokyo and returns on Thursday night. He stays with his sister while he is in Tokyo. He works from his apartment in Hanoi on Fridays. There is one big disadvantage, though. He misses his children during the week. "I can never go to their school concerts or sports activities."

The Connors: Technology helps a family stay together

Two years ago, Martha Connor's office moved from London to Mexico City. She loves Mexico City, but her family doesn't want to live in another country. Her husband owns a successful restaurant. Her children like their school in London, and they don't want to leave their friends. So Martha became a super commuter. She spends only about ten days a month in Mexico City. She and her coworkers talk face-to-face and share ideas at video meetings almost every day. All the company's documents are available online. "I can live in London and stay up to date with work in the office in Mexico City," she explains. "The only problem is the time difference. My workday starts in the afternoon and ends at midnight!"



Super commuters travel long distances to get to work.

3 CHECK YOUR UNDERSTANDING

A Circle the correct answers.

1. Why does Akio super commute?
   a. He doesn't want to leave his family during the week.
   b. It was too expensive to live in Tokyo.
   c. He likes to work from home.
2. Why does Martha super commute?
   a. Mexico City was too expensive. London is cheaper.
   b. The frequent flights from London to Mexico make super commuting easy.
   c. Her husband and children wanted to stay in London.

B Who probably said it? Write *A* (Akio) or *M* (Martha) in the blanks.

1. — "My kids' school is great!"
2. — "My co-workers are far away, but technology makes it easy for us to work together."
3. ___ "I don't see my children enough."
4. ___ "My apartment was too expensive."
5. — "I am so tired in the mornings."
6. ___ "It's so easy to travel between the two cities."

C FOCUS ON LANGUAGE Read. What do the underlined words mean?

1. The <u>cost of living</u> in Tokyo was too high.
   a. the price of food, clothes, an apartment, etc.
   b. money that you get every week or every month from working
2. I can live in London and <u>stay up to date</u> with work in the office in Mexico City.
   a. know if something is late
   b. know about everything that is happening

D PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about two super commuters ...

Search for stories about other super commuters.

4 MAKE IT PERSONAL

A What is good about super commuting? What is bad about it? Make two lists. Review the advantages and disadvantages listed in the article and add some of your own.

B PAIRS Imagine you are a super commuter. What do you like about it? What do you dislike? Use the information in the chart from A to explain your answer.

I like super commuting because I save money.

Advantages	Disadvantages
saves money	far from family

☐ I CAN READ ABOUT SUPER COMMUTING.

LESSON 5 WRITE A RÉSUMÉ



SIMON HARRIS

@SimonH

Interested in working for TSW Media? We need people! Send us your résumé.

1 BEFORE YOU WRITE

A Read part of a résumé. How many jobs do you see? Which job did Omar have first?

Omar Sayed

1317 52nd Ave N.
Nashville, TN 37209
Omar.Sayed.22@epiklink.net

Education

University of Tennessee
B.S. Business Administration 2017

Experience

Good Shoes Company, Nashville, TN
Market Researcher: 2017–Present
- Make presentations
- Help clients
- Supervise other workers in the office

Buena Vista Hotel, Knoxville, TN
Manager: 2015–2017
- Help guests
- Write reports
- Order supplies

B Read the résumé again. Take notes in the chart.

Job title		
Dates		
Place of work		
Work activities		

C Read the résumé again. Choose the correct answers.

1. Where does Omar put his education?
   a. before his experience
   b. after his experience
2. Where does Omar put his name and address?
   a. at the bottom of the page
   b. at the top of the page
3. Where does Omar put his work activities?
   a. before the dates he worked at the job
   b. after the dates he worked at the job

2 FOCUS ON WRITING

A Read the Writing Skill.

B PAIRS Reread the résumé. Circle all the capital letters. Tell your partner the reason for each of the capital letters.

WRITING SKILL Capitalize proper nouns (review)

Use capital letters for names of people, streets, cities, states, countries, companies, schools, days, and months. Capitalize the first word in a sentence.

We also capitalize job titles on résumés. For example:

- Manager
- Market Researcher

3 PLAN YOUR WRITING

A Think about the job you have now or a job you had in the past. Use your own information to make a chart like the one in 1B.

Job title	
Dates	
Place of work	
Work activities	

B PAIRS Tell your partner about your job.

I'm a nurse. I help patients.

4 WRITE

Start a résumé. Include your name, address, and email. Then write about one job. Remember to use capital letters. Use the example in 1A as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange résumés and read your partner's résumé.

1. Circle the capital letters.
2. Did your partner use capital letters for the names of people, schools, months, streets, cities, states, companies, and job titles?
3. Did your partner include a job title, place, dates, and work activities?

B PAIRS Can your partner improve his or her résumé? Make suggestions.

6 PROOFREAD

Read your résumé again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A RÉSUMÉ.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶01-22 Listen or watch. Who does Mia talk about?

B ▶01-23 Listen or watch again. Answer the questions.

1. What does Sara do? _____
2. Describe Sara's commute. _____
3. Does Sara like her job? _____

C Show your own photos.

Step 1 Think about someone you know. Choose one or more photos of them.

Step 2 Show your photos to the class. Talk about what the person does or studies and where. Then talk about the person's commute.

Step 3 Answer questions about the person. Get feedback on your presentation.

2 LEARNING STRATEGY

MESSAGE WORDS AND PICTURES

Send your friend a message with a word or phrase in English. Your friend finds a picture online that goes with that word or phrase and sends the picture to you.



Find a friend who is studying English. Text your friend sentences about jobs and commuting. Your friend sends you pictures that show your sentences.

3 REFLECT AND PLAN

A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about what you do
- ☐ Describe your commute
- ☐ Talk about what people do at work

Vocabulary
- ☐ Jobs
- ☐ Commuting
- ☐ Work activities

Pronunciation
- ☐ Stressed syllables
- ☐ Simple present -s ending

Grammar
- ☐ Simple present of *be*: Review
- ☐ Simple present: Review
- ☐ Simple present, *yes / no* and *wh-* questions: Review

Reading
- ☐ Make predictions

Writing
- ☐ Capitalize proper nouns: Review

B What will you do to learn the things you highlighted? Write notes.

