

## PRACTICE



CD1-31

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

### Bush Pilots

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

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



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

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

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



CD1-32

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

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

The ending of third-person singular verbs has three sounds: /s/, /z/, /əz/

/s/

walks

/z/

pays

/əz/

fixes

1. Say /s/ after /p/, /t/, /k/, and /f/ sounds.

stop-stops

put-puts

work-works

laugh-laughes

2. Say /z/ after /b/, /d/, /g/, /l/, /m/, /n/, /r/, /v/, and /ð/ sounds, and after vowel sounds.

rub-rubs

read-reads

bag-bags

feel-feels

come-comes

spin-spins

sing-sings

hear-hears

love-loves

bathe-bathes

pay-pays

go-goes

3. Say /əz/ after verbs that end in /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /ks/.

kiss-kisses

buzz-buzzes

wash-washes

watch-watches

judge-judges

relax-relaxes

See page A4 for a guide to pronunciation symbols.



CD1-33

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

### Rick's Schedule

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

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

## 12 LISTEN & SPEAK.



CD1-34

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

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

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

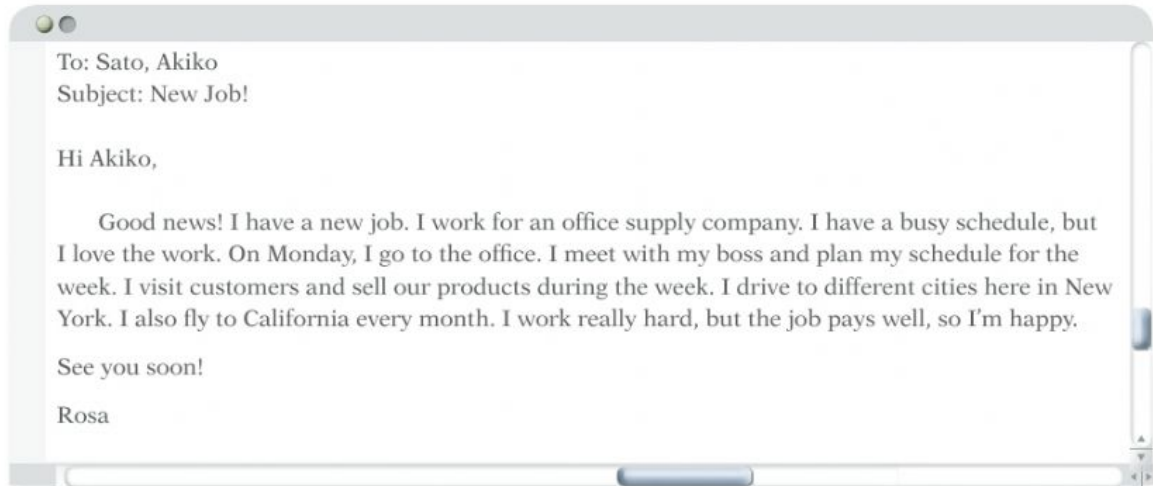
*Alvaro lives in Ecuador.*

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

*Alvaro lives in Ecuador.*

### 13 READ, SPEAK & WRITE.

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



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

*Rosa goes to the office on Monday.*

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

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

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



► A ballet dancer



## EXPLORE



CD1-35

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

## Life on the Space Station

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

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

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

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

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





▼ The center of the Whirlpool Galaxy

**2 CHECK.** Match each of the astronauts' activities with the correct time.

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

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

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

- The astronauts don't \_\_\_\_\_ the same thing every day.
- Astronauts don't \_\_\_\_\_ all the time.
- 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 <i>don't</i> .            | <b>T</b> | <b>F</b> |
| 2. Add an -s to the base form of the verb after <i>doesn't</i> . | <b>T</b> | <b>F</b> |

# LEARN

## 3.4 Simple Present: Negative Statements

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

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

- ✓ She **doesn't exercise** every day.  
 ✗ She doesn't exercises every day.

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

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

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

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



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

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

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

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

### 3.5 Prepositions of Time (Part 2)

1. Many time expressions are prepositional phrases. A prepositional phrase is a preposition + a noun.	<div>Preposition Noun</div> <div>at three-thirty</div> <div>in the afternoon</div> <div>at night</div> <div>on Sunday</div>
2. <b>Remember:</b> Use <i>at</i> with specific times and in the phrase <i>at night</i> .  Use <i>in</i> with <i>morning</i> , <i>afternoon</i> , and <i>evening</i> .  Use <i>on</i> with days of the week and specific dates.	<p>The bank opens <b>at</b> nine o'clock. We relax <b>at</b> night.</p> <p>We go to work <b>in</b> the morning. We eat dinner <b>in</b> the evening.</p> <p>I don't work <b>on</b> Saturday. The meeting is <b>on</b> Monday afternoon. His birthday is <b>on</b> November 25th.</p>
3. To show when an activity begins and ends, use <i>from</i> . . . <i>to</i> .	She works <b>from</b> nine <b>to</b> five-thirty.
4. Use <i>until</i> to talk about an activity that continues up to a specific time.	The bank is open <b>until</b> four o'clock.
5. A sentence can have more than one prepositional phrase.	He wakes up <u>at five-thirty in the morning</u> .

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

#### 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.

- We have class from 9:40 to 10:50.
- On Wednesday, I have class until 3:30.
- The party is on Saturday night.
- The meeting doesn't end until 3:00.
- My workweek is from Monday to Friday.
- I work from 9:00 to 7:00 on Tuesday and Wednesday.
- I don't work on weekends.
- 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 \_\_\_\_\_
4. I have lunch \_\_\_\_\_
5. I have dinner \_\_\_\_\_

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

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

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.*