



2

Work and study

Unit objectives

- talk about what you do every day, on the weekend, etc.
- talk about your workspace
- explain communication problems
- write your opinion about a podcast
- give advice about useful apps for work and study

Start speaking

- A** Look at the photo. What is the man trying to do? How do you think he's feeling?
- B** Do you ever work or study at home? Is it easy or difficult? What problems can you have when you're working or studying at home?
- C** Is this a busy week for you? Watch Ceres Beatriz's video.



Real student

Is your busy day the same as Ceres Beatriz's?



Lesson objective

- talk about what you do every day, on the weekend, etc.

1 Language in context

A Julia has a new fitness tracker. Read the article. Check (✓) the things it gives her information about.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> class schedule | <input type="checkbox"/> exercise | <input type="checkbox"/> study time |
| <input type="checkbox"/> drinking | <input type="checkbox"/> free-time activities | <input type="checkbox"/> the weather |
| <input type="checkbox"/> eating | <input type="checkbox"/> sleep | <input type="checkbox"/> work |

My life in numbers

What do I know about my life? A lot more with my new **fitness tracker**.

Now I know I take 7,000 steps a day – not bad, but not great. But I also know that I look at my laptop for 10.5 hours every day! About 78% of that time (8.2 hours) is for work. When I have free time, I chat with friends (64 messages a day) or make plans for later.

I only sleep six hours a night (25%). Then I have something to drink (coffee or soda) about eight times a day to stay awake. Thank you, caffeine!!

The good news? I exercise a lot because I do a lot of housework: I do the laundry, do the dishes, make the bed, and cook (my roommate doesn't cook at all!). That's about the same as walking 7.5 kilometers a day!



Learn your numbers with a **fitness tracker**! It can teach you a lot about you!

Glossary

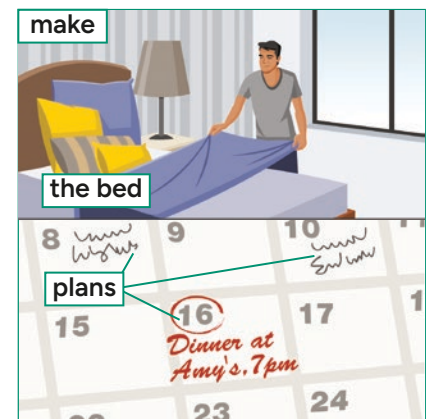
step (n) a movement you make with your feet when you walk

B Read Julia's article again. Does Julia need extra exercise? Why or why not?

C Do you think information like this is useful? Why or why not?

2 Vocabulary: Expressions with do, have, and make

A **2.01** Listen and say the phrases. How many of these phrases are in the article?



B Now do the vocabulary exercises for 2.1 on page 146.

- C** **Pair work** Which activities in exercise 2A do you usually do every day? Do you and your partner do the same things? Watch Mika's video.



Real student

Do you do the same activities as Mika?



3 Grammar: Simple present for habits and routines

- A** Look at the sentences in the Grammar box. Then **circle** the correct option to complete the rules.

Grammar Simple present for habits and routines

I chat with friends.	My roommate doesn't cook at all.	Do you exercise a lot?
Julia sleeps six hours a night.	Julia doesn't need more exercise.	Does Julia sleep a lot?

Grammar Information questions

What does Julia know about her life?	How many steps do you take every day?
Why doesn't your roommate help ?	How often do you have something to drink?

- In affirmative sentences, add **-s/-es** to the verb when you talk about **I/you/we/they / he/she/it**.
- In negative sentences, use **do / does** with *he/she/it*.
- In questions, use **do / does** with *I/you/we/they*.
- In information questions, the question word (*what, when, where, who, why, how*) goes **before / after** *do* or *don't*.

- B** **Now go to page 131. Look at the grammar chart and do the grammar exercises for 2.1.**

- C** Put the words in the right order to make questions and answers. Then check your accuracy.

- A** day / does / start / usually / when / your
B at / it / starts / usually / 7:00 a.m.
- A** coffees / day / do / every / have / how / many / you
B cups / day / every / four / have / I
- A** dishes / do / do / how / often / the / you
B dishes / do / evening / every / I / the
- A** does / family / dinner / have / time / what / your
B at / eat / seven / usually / we
- A** do / hours / how / many / sleep / you
B always / for / hours / I / seven / sleep



Accuracy check

Put these frequency words before the verb: **usually, often, never, sometimes**
Put other time phrases at the end of the sentence: **every day, every evening**
I do housework ~~usually~~ on Saturdays. ✗
I usually do housework on Saturdays. ✓


4 Speaking

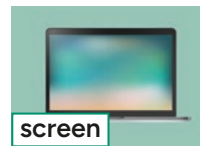
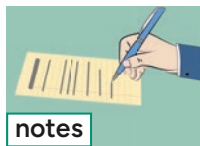
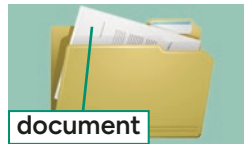
- Pair work** Ask and answer the five questions from exercise 3C. Give answers that are true for you.




- talk about your workspace


1 Vocabulary: Naming work and study items

- A** Do you usually use pen and paper, a computer, your phone, or a tablet at work or school? Why?
- B**  **2.02** Look at the pictures. Listen and say the words. Which things do you use every day?



- C**  Now do the vocabulary exercises for 2.2 on page 146.

2 Language in context

- A** Where do you like to work or study? Choose from these places. Why do you like to work or study there?
at home at school in a café in a library in a park in an office
- B**  **2.03** Listen to three people talk about their favorite workspaces. Match the speakers to the photos. Listen again and read to check.

2.03 Audio script

- 1 This is my office. Well, kind of. There are lots of tables here. These small ones on the left are my favorite. I often have meetings in here, and there's lots of space to sit and see the same **screen**. There's free **Wi-Fi**, and the coffee is excellent, too!
- 2 Where do I work? In the spring and summer, I like to sit under these trees. All my **notes** and **files** and **textbooks** are on my laptop, so I don't need anything else. That's a mall over there, so I can have something to drink or a snack when I want.
- 3 This is where I usually study. I live a long way from school, so I'm here for two hours every day. Do you see that seat with the table, on the left? That's my favorite one. It's always quiet – I listen to music with my **headphones**. There's an electrical **outlet** between the seats.



- C** **Pair work** Discuss the workspaces in the photos. What's good and bad about them? Are these places better than the other places in exercise 2A? Why or why not?

3 Grammar: *this / that one; these / those ones*

A Look at the pictures and the sentences in the Grammar box. Then complete the rules.

Grammar *this / that one; these / those ones*



Those ones are my favorites.



I like that one in the corner.



These ones are very small.



This one has an electrical outlet.

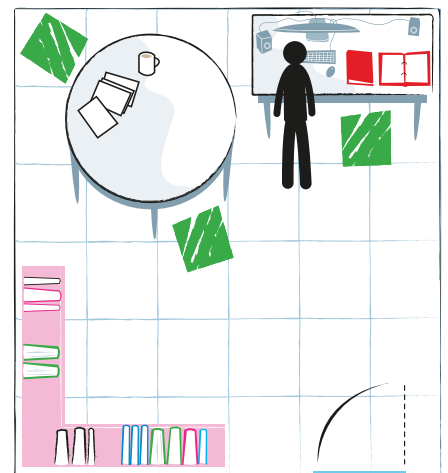
- 1 One and ones replace a **noun / verb**: *I like that one (= that seat) in the corner.*
- 2 Use *this* or *that one / ones* to talk about a singular thing that is near (*this*) or far (*that*).
- 3 Use *these* or *those one / ones* to talk about plural things that are near (*these*) or far (*those*).

! Use *this, that, these, and those* with or without a noun.
This table's my favorite.
This is my favorite table.

B Now go to page 131. Do the grammar exercises for 2.2.

C Look at the picture and **circle** the correct words to complete the conversation.

- A Is ¹**this** / **those** a drawing of your office?
 B Yes, it is. ²**This** / **That** is my desk here, in the corner.
 A What's ³**this** / **these** green thing here? And what are ⁴**these** / **those** ones next to the round table there?
 B This green one is my chair, and those ⁵**one** / **ones** are more chairs.
 A And ⁶**this** / **these** things on your desk, what are they?
 B ⁷**This** / **These** are my files and documents. And those ⁸**one** / **ones** there on the table are more files.
 A And what's ⁹**this** / **that** pink thing there?
 B A place for books. Books I never look at!



D **2.04** Listen to the conversation in exercise 3C and check your answers.

4 Speaking

A **Pair work** Draw your usual work or study space. Ask and answer questions about it with your partner. Use the questions in the box.

Where is this?	What's this here?	What's that over there?	What's that one?
Where is that?	What's this/that?	What are those/these?	Is this/that your laptop?

OK, so where's this?

This is where I usually work.


Is that your desk there?

No, this one's my desk, here. And that's my laptop.

B **Group work** What do you like about your workspace and your partner's workspace? What don't you like? Tell your group.

- explain communication problems

1 Functional language

A  **2.05** Look at the communication problems in the box. Can you think of any more? Read and listen to the conversations. What communication problems do they have?

a bad connection no battery no picture problems hearing someone speaking too fast

2.05 Audio script

- 1 **A** Hi, Hannah.
B Hi there, Pedro. How are you?
A Can you say that again? I can see you, but I **can't hear you very well.**
B Really? That's strange, I can hear you just fine, but I can't see you.
A Sorry, I lost you. What was that?
B I can't see you.
A Maybe **it's my Wi-Fi. Is that any better?**
B No, **the connection's terrible. We can try again later.**
A Fine, let's do that. Talk to you later.

- 2 **A** Hi, Hannah. **Can you hear me now?**
B Sorry, **you're breaking up.** Pedro, **are you still there?**
A Yes, still here, ... but **there's an echo** now.
B Uh, ... OK, wait. **Let me turn up the volume. How about now?**
A No, no better, sorry.
B **Let me call you, OK?**
A What? I didn't catch that.
B Let me call you.
A No, still nothing. I know! Let me call you.



Insider English

When you can't hear someone because of a bad connection, you *lose* them. Sorry, I **lost** you. I **lost** you there for a few seconds.

B Complete the chart with the expressions in **bold** from the conversations above.

Explaining the problem	Checking the problem	Solving the problem
I can't hear you very well.	Is that any better?	We can try again later.
It's my ¹ _____.	Can you ⁵ _____ me now?	Let me turn up the ⁸ _____.
The ² _____'s terrible.	How ⁶ _____?	Let me ⁹ _____, OK?
You're ³ _____.	Are you ⁷ _____?	
There's an ⁴ _____ now.		

C **Pair work** Practice the conversations in exercise 1A with your partner.



2 Real-world strategy

A Read the expressions in the box. Find one more example on page 16 and add it to the box.

Asking for repetition

Use these expressions when you can't hear or understand what someone says.

Sorry, can you say that again?

What? I didn't catch that.

Could you repeat that?



B **2.06** Complete the conversations using the expressions in the box. Then listen and check. Practice them with a partner.

1

A Sorry, I lost you. Can you
1 _____ ?

B Yes, it's the hotel's Wi-Fi – it's terrible!

A Sorry, I 2 _____ .

B The hotel Wi-Fi is terrible!

2

A Sorry, 3 _____ that?
The traffic noise is terrible.

B I said, "I'm running out of battery."

A Oh, OK. We can try again later.

3 Pronunciation: Saying /h/ at the beginning of a word

A **2.07** Listen. Write the missing words. Which sound do they all have?

A 1 _____ there, Pedro. 2 _____ are you?

B 3 _____, 4 _____. Can you 5 _____ me now?

B **2.08** Listen. Circle the words you hear.

1 Hi! / eye

3 how / Ow!

5 his / is

7 Hannah / Anna

2 hear / ear

4 head / Ed

6 hate / eight

8 hat / at

C **2.09** Listen and repeat. Focus on the /h/ sounds.

1 I can't hear you. The hotel's Wi-Fi is terrible.

3 Can you hear me OK? How about now?

2 I have headphones at home.

4 I hate housework!

4 Speaking

Pair work Choose a situation with your partner. Student A: Go to page 157.

Student B: Go to page 159. Follow the instructions.

Situations

■ worker (A) to boss (B)

■ coworker (A) to coworker (B)

■ student (A) to student (B)

■ student (A) to teacher (B)



- write your opinion about a podcast

1 Listening

A Look at the photo. In what ways do you think this office is a sustainable workplace?



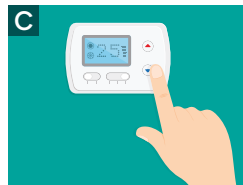
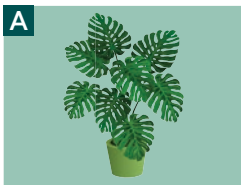
Glossary

sustainable (n) not bad for the environment

B **2.10** **Listen for gist** Listen to a podcast about sustainable workplaces. Which of your ideas in exercise 1A do they talk about?

C Look at the five tips below (1–5). Match them to the pictures (A–E).

- | | |
|---|---|
| 1 Turn down heating and air-conditioning. | 4 Use natural light or energy-saving bulbs. |
| 2 Grow plants both inside and outside. | 5 Use sustainable transportation. |
| 3 Switch off computers and other devices. | |



D **2.10** **Listen for detail** Listen again. Number the tips in the order they are mentioned.

E **Think critically** Look again at the tips. Which were familiar to you? Were any new? Which do you think are the most effective? Why?

2 Pronunciation: Listening for contractions

A **2.11** Listen. Write the missing letters.

- We'** _____ talking about this question in our office at the moment!
- If you **don'** _____ have natural light, then you can use energy-saving lights.
- So, that' _____ four tips – **what'** _____ the fifth?

B Complete the sentences with the three **bold** words from exercise 2A. Listen again and check.

- _____ has the same vowel sound as *coat*.
- _____ has the same vowel sound in the contracted form as *hear*.
- _____ has the same vowel sound as *nut*.

3 Writing

A Read the comments about the podcast. Then **circle** A, B, or C.

- 1 A B C thinks we should change the way we work and not only our workplace
- 2 A B C doesn't think the podcast is saying anything new
- 3 A B C suggests another tip that involves plants

Glossary

mental health (n) how we're feeling inside, or how we are emotionally

Podcast chat

A

The podcast is interesting, but all the tips are so simple. I mean, people do all these things already, don't they? And it's easy for big business to tell their workers to save energy – but what about them? They're not saving energy. **For example,** their executives are traveling in private jets and living in enormous homes. I think they need to change their lifestyles – not us!

B

I really like the tip about growing plants. It makes the air cleaner and at the same time it makes us feel happier. It's good for the environment, but it's also good for our health. **I believe** it's the same with food. We can live a more sustainable life if we eat a plant-based diet. It's good for the planet, and it's good for our health.

C

Another example of a good tip is to work less! I'm serious! If we all work four days a week and not five, we can save a lot of energy by switching off our computers and getting out into the fresh air! And **like a lot of the tips** on the podcast, it not only helps the planet, it helps our mental health too!

B Look at the phrases in **bold** in the comments above. Match each phrase to a category.

- 1 Giving an opinion _____
- 2 Giving an example _____
- 3 Comparing _____

Write it

C Write a comment of 40–60 words about the podcast. Use the comments in exercise 3A and the phrases in exercise 3B to help you. You can:

- Give your opinion of the podcast.
- Give an example of a tip for a more sustainable workplace
- Compare one of the tips to another tip you know.

D **Writing skills** There are spelling mistakes in some of the words below. Correct the mistakes. Then check your spelling in exercise 3C.

- | | |
|------------------|------------------|
| belive _____ | people _____ |
| business _____ | enviroment _____ |
| planet _____ | serius _____ |
| intresting _____ | energy _____ |

E Read the comments of other students in your class. Choose one comment that you think is interesting and write a short reply.



2.5

Time to speak Apps for life

Lesson objective

- give advice about useful apps for work and study



Find it

A Look at the different categories of apps on the right. Which ones do you have on your phone? Which ones do you use every day? Why do you like them? Does your partner use the same apps?

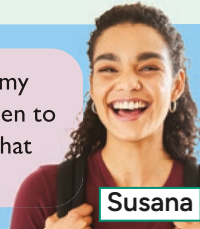
B Read what the students say, and give advice on apps useful for them.

I want to practice English vocab when I'm on the bus to school. I need a fun, interesting app.



Leon

I always forget what my homework is and when to do it. I need an app that helps me remember.



Susana

When I take notes in class, my writing is terrible, and the next day, I can't read it. Is there an app I can use to take notes quickly?



Maria

I'd like to learn more about American culture. I love TV and movies – is there a good app with lots of American shows?



David

C **Discuss** Think about what types of apps you would like to help you study English. Discuss in your group. Use the phrases at the bottom of the page to help you.

D **Decide** Your school wants to give a "welcome pack" of four smartphone or tablet apps to new students. Choose four apps from your phones and say why they are useful.

E **Present** Tell the class about your group's suggestions. Listen to the other suggestions. Write down any apps that you think are useful for you.

F Tell your partner which apps from today you'd like to download, and why. How are you going to use the apps?



social media



communication



games



calendar



education



sports and leisure



news



music and podcasts



photos and video



health and fitness

Useful phrases

Discuss

- I want to ... / I'd like to ...
- I find it hard to ...
- Is there an app I can use to ... ?
- How does it work?
- Why do you like it?

Decide

- My advice is ...
- Let's choose this app because ...

Present

- We think this is a great/helpful/fun app.
- We like this app because ...