

Master Blueprint

STUDENT BOOK

A1⁺

ELEMENTARY

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Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 1: First Conversations Pages 6 to 35	<p>A1 Understand and use words and phrases about family, personal details, and simple everyday situations</p> <p>A1+ Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange</p> <p>A1+ Describe your family simply (for example, who the members are, how old they are, and what they do)</p> <p>A1+ Understand when people talk very slowly and clearly about themselves and their families, using simple words</p> <p>A1+ Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p>A1+ Write simply about simple topics, such as the weather</p> <p>A1+ Join phrases with words like <i>and</i> or <i>because</i></p> <p>A1+ Correctly use some simple structures that you have memorized</p>	<p>* Unit 1 + p. 8 New People and Places</p> <p>In this first unit, students talk about themselves and other topics and listen as their classmates do so. This includes introductions, greetings, and discussion of where they're from.</p>	<ol style="list-style-type: none"> 1 Nice to meet you. 2 How are you doing? 3 This is... 4 Jobs 5 From where? 	<p>Greetings, farewells, and introductions</p> <p>Common phrases used to express how you feel</p> <p>Jobs, work roles, and relationships</p> <p>Nouns and adjectives describing people and places</p> <p>Words used to describe where you are from</p>
		Unit 1 Review		
		<p>* Unit 2 + p. 20 Small Talk</p> <p>This unit teaches students to talk about what's happening around them, with topics including weather, jobs, family, English study, and plans.</p>	<ol style="list-style-type: none"> 1 This Weather 2 Do you have a job? 3 Tall and Thin 4 I study English because... 5 You should come. 	<p>Words describing weather and seasons</p> <p>More jobs and work-related words</p> <p>Words describing people's appearances and personalities</p> <p>Words and phrases related to studying English</p> <p>Phrases used to end a conversation</p>
		Unit 2 Review		
	Module 1 Review / CLIL Reading: Culture			
Module 2: You're a student. Pages 36 to 65	<p>A1 Build a very basic vocabulary of words and phrases about personal details and simple everyday situations</p> <p>A1 Very simply describe where you go to school</p> <p>A1+ Ask and answer simple questions and respond to simple statements on very familiar topics (for example, student life) with help</p> <p>A1+ Describe what you like and don't like (for example, with regard to school)</p> <p>A1+ Understand people if they speak very slowly and clearly about simple everyday topics</p> <p>A1+ Find basic information in posters or advertisements</p> <p>A2 Describe your education</p> <p>A2 Complete a questionnaire with information about your educational background</p>	<p>* Unit 3 + p. 38 Your University</p> <p>Here students discuss school life, including names and types of schools, basic information about schools and campuses, majors and subjects, and school costs.</p>	<ol style="list-style-type: none"> 1 I'm a student. 2 Where I Go to School 3 Which school do you go to? 4 What's it like? 5 How much does it cost? 	<p>Types of schools and grade levels</p> <p>Classes, majors, and departments</p> <p>Places and things on campus</p> <p>Words and phrases related to finance and school costs</p>
		Unit 3 Review		
		<p>* Unit 4 + p. 50 College Life</p> <p>This unit expands on students' ability to talk about school life inside and outside class, including locations of places around campus, things to do outside of class, and what's happening around them.</p>	<ol style="list-style-type: none"> 1 Where is it? 2 I love doing experiments. 3 What are you up to? 4 Courses and Electives 5 Extracurricular Activities 	<p>More places and things on campus</p> <p>Extracurricular activities</p> <p>More classes and majors</p> <p>Adverbs of frequency</p> <p>School activities and feelings</p>
		Unit 4 Review		
	Module 2 Review / Master Academic Writing: Creative Writing			

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 1 Subject pronouns and <i>be</i></p> <p>Lesson 2 <i>be</i> with <i>how</i> and adjectives; empty <i>it</i></p> <p>Lesson 3 <i>be</i> in <i>wh-</i> questions; demonstratives; possessive adjectives</p> <p>Lesson 4 <i>want (to)</i> and <i>would like (to)</i></p> <p>Lesson 5 Questions with <i>be like</i>; adjectives</p>	<p>R & L: Introductions and first conversations</p> <p>L: Twenty questions</p> <p>R: An email about the first day at work</p> <p>R: A travel ad</p> <p>L: An interview for a school newspaper</p> <p>R: A letter from a pen pal</p>	<p>W & S: Playing twenty questions</p> <p>S: Talking about your life</p> <p>W & S: Asking questions and using the answers to make introductions</p> <p>W: A short paragraph about your hometown</p> <p>S: Role-playing an interview with a famous person</p> <p>W: Replying to a pen pal's letter</p>
<p>Lesson 1 Simple present questions with <i>what</i> and <i>how</i>; intensifiers</p> <p>Lesson 2 Simple present yes/no questions; objects</p> <p>Lesson 3 Questions with <i>any</i> and <i>how many</i>; object pronouns</p> <p>Lesson 4 Questions with <i>why</i>; conjunction <i>because</i>; infinitives of purpose</p> <p>Lesson 5 <i>should</i> and <i>have (got) to</i></p>	<p>R & L: Descriptions of weather and forecasts</p> <p>R: An email to a counselor</p> <p>R & L: Descriptions of family members</p> <p>R & L: Why people study English</p> <p>L: A talk about plans and sports</p> <p>L: Ending a conversation</p> <p>L: Listening to a description of someone</p>	<p>S: Conversations about weather</p> <p>S: Small talk at a party</p> <p>W: A descriptive paragraph about someone you know</p> <p>W & S: Goals, especially related to studying English</p> <p>W & S: Asking for and giving advice</p>
<p>Lesson 1 Simple present of <i>do</i> and <i>go</i></p> <p>Lesson 2 Countable and uncountable nouns; <i>how many</i> and <i>how much</i></p> <p>Lesson 3 Articles</p> <p>Lesson 4 <i>there is</i> and <i>there are</i>; <i>some</i> and <i>any</i></p> <p>Lesson 5 Proper nouns and capitalization</p>	<p>R & L: Conversations about people's majors and plans</p> <p>R: A dictionary entry</p> <p>R: A chart comparing programs</p> <p>R: A college flyer</p> <p>L: A conversation about a campus</p> <p>R & L: A conversation about school expenses</p>	<p>W & S: Talking about jobs and requirements</p> <p>S: Choosing between programs</p> <p>W: Listing things by category</p> <p>S: A guessing game</p> <p>S: Describing a campus</p> <p>S: Discussing prices of products and services</p> <p>W: Writing about students' daily lives</p>
<p>Lesson 1 Prepositions of location</p> <p>Lesson 2 Gerunds</p> <p>Lesson 3 Present continuous and related time expressions</p> <p>Lesson 4 Present continuous in information questions</p> <p>Lesson 5 Simple present vs. present continuous</p>	<p>R & L: A letter to freshmen</p> <p>R & L: Conversations about classes for your major, electives, and extracurricular activities</p> <p>R: A club poster</p> <p>R: Blank and completed questionnaires</p> <p>R: A description of a freshman's school life</p>	<p>W: Writing about places and drawing a campus map</p> <p>S: Talking about studying English</p> <p>W: A paragraph about school life</p> <p>W & S: Writing and talking about current activities and goals</p> <p>W: Filling out questionnaires and writing survey questions</p>

* Also, see the glossary in the back of the Workbook.

Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 3: From School to Home Pages 66 to 95	<p>A1 Ask and answer questions about where people live</p> <p>A1+ Build on a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations</p> <p>A1+ Understand simple directions for getting from X to Y on foot or by public transport</p> <p>A1+ Ask people how they feel in different situations and say how you feel</p> <p>A1+ Write simple sentences about yourself (for example, where you live)</p> <p>A1+ Indicate time by such phrases as <i>last Friday</i></p> <p>A2 Find the most important information in timetables, etc.</p> <p>A2 Describe your home and where you live</p>	<p>* Unit 5 * <small>p. 68</small> A New Place</p> <p>Students discuss their homes and commutes. They talk about modes of transportation and how they feel about the commute, looking for and deciding on a new apartment, and feelings about moving.</p>	<ol style="list-style-type: none"> 1 From Home to School 2 It's tiring. 3 How far? 4 The Best Apartment 5 I feel happy. 	<p>Words and phrases about types of transportation</p> <p>-ing adjectives and other words describing attitudes, feelings, and their causes</p> <p>Words and phrases used to give or get directions</p> <p>Words and phrases about home utilities and apartment ads</p> <p>Words used to describe feelings</p>
		Unit 5 Review		
		<p>* Unit 6 * <small>p. 90</small> At Home</p> <p>This unit teaches students to talk about their lives at home, including discussions of their place, the surrounding area, and things happening in their personal lives.</p>	<ol style="list-style-type: none"> 1 A New Apartment 2 A Visit from a Friend 3 What's on the schedule? 4 Talking About the Weekend 5 Everyday Routines 	<p>Things in the home</p> <p>Places around the neighborhood</p> <p>Time expressions</p> <p>Phrasal verbs used to talk about activities</p> <p>Words and phrases used to talk about daily routines</p>
		Unit 6 Review		
	Module 3 Review / CLIL Reading: Geography and Nature			
Module 4: Travel Pages 96 to 125	<p>A1 Understand short, simple messages (for example, SMS phone messages)</p> <p>A1+ Find basic information in advertisements</p> <p>A1+ Follow short, simple written directions</p> <p>A2 Talk about plans for one's next vacation</p> <p>A2 Ask for basic information about travel and buying tickets</p> <p>A2 Discuss plans with other people (for example, what to do and where to go)</p> <p>A2 Correctly use simple phrases you have learned for specific situations</p> <p>A2 Understand short, clear, simple messages at the airport</p>	<p>* Unit 7 * <small>p. 98</small> Before the Trip</p> <p>Students learn to talk about deciding to go on a trip and how to research, plan, and prepare. They talk about options for what to do on a trip and learn how to book it.</p>	<ol style="list-style-type: none"> 1 Thinking About a Trip 2 Deciding on a Trip 3 What could we do on vacation? 4 Planning the Trip 5 Let's book our trip! 	<p>Words used to discuss destinations and things to do on trips</p> <p>Words and phrases used to plan trips and express likes and dislikes</p> <p>Things to do on a trip</p> <p>Words related to booking plane tickets</p> <p>Things inside an airplane</p>
		Unit 7 Review		
		<p>* Unit 8 * <small>p. 110</small> At the Airport</p> <p>It's time to go. Students arrive at the airport, get general information on the airport process, look for a check-in counter, go through security, and discuss what to do while waiting at the gate.</p>	<ol style="list-style-type: none"> 1 Going to Catch a Plane 2 At the Check-in Counter 3 At Security 4 Frequently Asked Questions 5 A Delayed Flight 	<p>Places and things in an airport</p> <p>Words used at an airport check-in counter and at security</p> <p>Words in an FAQ on an airline's website, including measurements</p> <p>Words used at a departure gate</p> <p>Time expressions</p>
		Unit 8 Review		
	Module 4 Review / Master Academic Writing: Narrative Writing			

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 1 Comparison with adjectives</p> <p>Lesson 2 Review of <i>-ing</i> forms and introduction to <i>-ing</i> adjectives</p> <p>Lesson 3 <i>How</i> + adjective questions and answers</p> <p>Lesson 4 Superlative adjectives</p> <p>Lesson 5 Linking verbs</p>	<p>R & L: Recommendations about moving and classes to take</p> <p>R & L: Directions to an apartment for rent</p> <p>R: An apartment ad</p> <p>R: A chart comparing apartments for rent</p> <p>R & L: Feelings about things that are happening</p> <p>R: Reading a map and a map legend</p>	<p>S: Talking about your commute</p> <p>W & S: Descriptions of what's happening</p> <p>W & S: Describing the location of your home or workplace in words and with maps</p> <p>W & S: Making up a story</p> <p>S: Calling about apartments for rent</p> <p>S: Giving directions</p>
<p>Lesson 1 Simple past of <i>be</i></p> <p>Lesson 2 <i>there was/were</i>; conjunctions <i>and</i> and <i>but</i></p> <p>Lesson 3 Prepositions with time expressions (<i>in / on / at</i>)</p> <p>Lesson 4 Simple past (regular verbs) and past time expressions</p> <p>Lesson 5 Simple past (irregular verbs)</p>	<p>R & L: Conversations about a new apartment, a visit with a friend, a neighborhood, movies, and everyday routines</p> <p>R: Reading a map</p> <p>R: Reading a postcard</p> <p>R & L: A movie schedule</p> <p>R: Reading a planner entry</p> <p>L: Descriptions and comparison of apartments</p>	<p>W & S: Comparing old and new apartments</p> <p>S: Talking about where you lived in the past</p> <p>S: Describing a place</p> <p>W & S: Describing daily and weekly routines</p> <p>W & S: Describing your old house or apartment</p> <p>W & S: Describing your dream house</p>
<p>Lesson 1 Making suggestions with <i>let's</i> + verb or <i>What about / How about</i> + verb + <i>-ing</i></p> <p>Lesson 2 Discussing the future; showing agreement</p> <p>Lesson 3 <i>can</i> for ability; <i>can</i> and <i>could</i> for possibility</p> <p>Lesson 4 <i>can</i> for offers and volunteering; <i>need</i> to for obligation</p> <p>Lesson 5 Imperatives</p>	<p>R & L: Conversations about trip possibilities, preferences, plans, preparation, and booking</p> <p>R: Ads for travel destinations</p> <p>R: An email exchange about booking a trip</p> <p>R: A diagram of the inside of an airplane</p> <p>L: A conversation between a travel agent and a customer</p>	<p>W & S: Suggesting travel destinations</p> <p>W & S: Writing and talking about likes, dislikes, and future plans</p> <p>S: Deciding on a travel partner, where to go, and what to do</p> <p>W & S: Making a to-do list</p> <p>S: Talking to a travel agent</p> <p>W & S: A travel flyer</p> <p>W & S: Writing notes and using them to speak about adventure tours</p>
<p>Lesson 1 <i>can</i> and <i>could</i> for offers and requests</p> <p>Lesson 2 Questions with <i>whose</i> and possessive pronouns</p> <p>Lesson 3 Comparing with adverbs</p> <p>Lesson 4 Superlative adverbs; <i>how</i> + adverb</p> <p>Lesson 5 <i>have</i> + object; <i>have to</i> + verb; <i>have</i> + object + <i>to</i> verb</p>	<p>R & L: Getting directions in an airport</p> <p>R & L: Conversations at a check-in counter, security, and an airport gate</p> <p>R: A dictionary entry</p> <p>R & L: A conversation between a passenger and airport ground staff</p> <p>R: FAQs on a website</p> <p>R: A departure board</p>	<p>S: Making offers and requests</p> <p>S: Discussing how to pack a suitcase</p> <p>W: Listing things you can't take on a plane</p> <p>S: Asking questions about a trip</p> <p>S: Talking about a past trip</p> <p>S: Calling an airline agent</p> <p>W: Diagramming the airport process</p>



FIRST CONVERSATIONS



MODULE GOALS

- 1 Understand and use words and phrases about family, personal details, and simple everyday situations
- 2 Communicate information about yourself, your family, your job, and where you come from in a simple and direct exchange
- 3 Describe your family simply (for example, who the members are, how old they are, and what they do)
- 4 Understand when people talk very slowly and clearly about themselves and their families, using simple words
- 5 Build a basic vocabulary of words and phrases to talk about yourself and communicate in common everyday situations
- 6 Write simply about simple topics, such as the weather
- 7 Join phrases with words like *and* or *because*
- 8 Correctly use some simple structures that you have memorized

PREVIEW

Look at pages 6 to 35. What pages are these things on?

- a baseball _____
- Albert Einstein _____
- words related to weather _____
- pictures of long bridges _____

WRITE AND DISCUSS

Write your answers to the questions. Then talk about them with a partner.

- 1 In your country, what do people do when they meet someone for the first time?
- 2 What do you think “small talk” means?
I think “small talk”...
- 3 What do strangers in your country talk about—for example, at a bus stop?
They usually talk about...
- 4 Do your friends have jobs? If so, what are their jobs?
- 5 What English words do you know to talk about weather?

NEW PEOPLE AND PLACES



AUDIO



VIDEO

1. NICE TO MEET YOU.



A MODEL CONVERSATION

Read the conversation. Then listen. (1-01)

Woman: Hi, Dad. It's so good to see you!

Dad: Hey, Teri. Yeah, it's good to be here.

Teri: This is my friend Chad. He's here at the train station with me because he's going out of town. His friend is getting married this afternoon.

Dad: Oh, okay. It's nice to meet you, Chad.

Chad: Nice to meet you, too, Mr. Dunbar.

Dad: Please, call me Tony.

Teri: Thanks for the ride, Chad. We're heading to lunch, but let's get together after you get back. Good seeing you!

Chad: Yeah, see you later. Nice meeting you, Tony.

B VOCABULARY

Read the conversation again. Match the expressions to the correct definitions.

- | | | |
|--------------------------|---|--|
| 1. Good to see you. | • | • a. to become someone's husband or wife |
| 2. Nice to meet you. | • | • b. a phrase used to introduce a person to another person |
| 3. Nice meeting you. | • | • c. a phrase used to end a conversation with someone you are meeting for the first time |
| 4. Good seeing you. | • | • d. a place to get on or off of a train |
| 5. This is... | • | • e. a phrase used to greet someone you know |
| 6. train station | • | • f. a phrase used to thank someone for bringing you in a car |
| 7. get married | • | • g. to go |
| 8. head | • | • h. a phrase used to end a conversation with someone you know |
| 9. get together | • | • i. a phrase used to greet someone you are meeting for the first time |
| 10. Thanks for the ride. | • | • j. to meet a friend; to meet someone socially |

C VOCABULARY IN CONTEXT

Fill in the blanks to complete the conversation. Listen and check. Then practice with a partner. (1-02)

Jane: Hey, Greg! 1. _____ again! How are you?

Greg: Hi, Jane. Good to see you, too. 2. _____ my girlfriend, Beth.

Beth: 3. _____ meet you.

Jane: Nice to meet you, too.

Greg: Actually, Beth and I are going to 4. _____ next year.

Jane: Wow, congratulations!

Greg: Yeah, thanks. Anyway, where are you 5. _____?

Jane: Downtown—I'm getting 6. _____ with a friend.

Greg: Oh. We are, too. Do you want a ride?

Jane: No, thanks. I'm riding my bike. 7. _____, Beth.

Beth: You, too.

Greg: 8. _____ again, Jane.

D GRAMMAR

Subject pronouns and *be*

Brief note

Contractions such as *I'm* can be used in long answers and statements but not in short answers. Don't just say, "Yes, I'm." Say, "Yes, I am," or, "Yes, I'm a student."

<i>be</i> questions	short answers	long answers and statements
Am I a boy?	Yes, I am . / No, I'm not .	Yes, I'm a boy. / No, I'm not a boy.
Is he / she / it nice?	Yes, he / she / it is . No, he / she / it isn't . No, he's / she's / it's not .	Yes, he's / she's / it's nice. No, he / she / it isn't nice. No, he's / she's / it's not nice.
Are you / we / they hungry?	Yes, you / we / they are . No, you / we / they aren't .	Yes, you / we / they are hungry. No, you / we / they aren't hungry.

Brief note

There are other contractions, too: *you're*, *we're*, and *they're*.

Fill in the blanks with subject pronouns, forms of *be*, or contractions.

- | | |
|-------------------------------------|--|
| 1. Q: Are _____ European? | A: No, I'm _____, _____ not European. |
| 2. Q: _____ that the train station? | A: Yes, it _____, _____ the train station. |
| 3. Q: _____ siblings? | A: No, they _____, _____ not siblings. |
| 4. Q: _____ I late for the train? | A: Yes, _____ late for the train. |
| 5. Q: _____ raining today? | A: No, _____ raining. |
| 6. Q: _____ you Elle's sister? | A: Yes, _____ Elle's sister. Nice to meet you. |

E LISTEN TO SPEAK

Listen and circle the correct answers. Then guess the person. Write your answer—don't say it. **CD 1-03**

- | | |
|--|--|
| 1. This person (is / isn't) a basketball player. | 3. This person (is / isn't) from the UK. |
| 2. This person (is / isn't) a soccer player. | 4. This person (does / doesn't) play for a Spanish team. |

Who is it? _____

F USE THE LANGUAGE

Twenty questions

Each partner thinks of a famous or known person (actor, teacher, friend, etc.) and then tries to guess the other player's person by asking yes/no questions. Try to guess correctly in twenty questions or less. The person who guesses after the fewest questions wins, so don't forget to count the questions!

When you're finished, write down the names of your person and your partner's person. Then tell the class.



My person	My partner's person

Play the game again with another partner.

2. HOW ARE YOU DOING?

Brief note

Use the phrase "if you don't mind my asking" when you ask a personal question.



A MODEL CONVERSATION

Read the conversation. Then listen.  1-04

Man: Hi. You're Wendy, right? How are you?

Wendy: I'm great, thanks. Are you the reporter from the school newspaper?

Man: That's right. I'm Jason. Nice to meet you. Sorry I'm late. Do you still have time to talk?

Wendy: Sure. I go to work at 2:00, and it's 12:30 now.

Jason: Okay. And can we talk here, or should we go to a coffee shop?

Wendy: It's a beautiful day. Let's just sit here.

Jason: All right. I just want to ask you a few questions about the cooking contest. Congratulations on winning, by the way. So first, where do you work?

Wendy: Well, I'm a student, and I also have a part-time job as a barista.

Jason: Oh, that's surprising. The winner is usually a professional cook. How old are you, **if you don't mind my asking?**

Wendy: I'm 19. Cooking is my future job. I want to own a restaurant someday.

B VOCABULARY

Read the conversation again. Match the expressions to the correct definitions.

- | | | | |
|---------------------|---|---|--|
| 1. professional | • | • | a. a person who cooks as a job or hobby |
| 2. contest | • | • | b. large pieces of paper with news and advertisements |
| 3. win | • | • | c. a phrase used to change the topic of a conversation |
| 4. newspaper | • | • | d. happening at a time after now |
| 5. own | • | • | e. doing a job that needs special education or skills |
| 6. reporter | • | • | f. an event in which people try to do something better than others |
| 7. cook | • | • | g. a person who writes news, often for a newspaper |
| 8. future | • | • | h. to be the best in a game, contest, etc. |
| 9. by the way | • | • | i. to have; to possess |
| 10. congratulations | • | • | j. a word used to tell someone that you are happy about their good luck or success |

C VOCABULARY: HOW ARE YOU?

Study the answers to the questions "How are you?" or "How are you doing?" Then fill in the blanks.

I'm... fine sick okay well great

Worst <-----> Best

- | | | | |
|----------|----------------------|-----------------|------------|
| 1. tired | 3. not bad | 6. good / _____ | 7. awesome |
| 2. _____ | 4. _____ | | 8. _____ |
| | 5. _____ / all right | | |

Now ask two partners how they are today and tell them how you are.

D GRAMMAR

be with how and adjectives; empty it

be in how questions		empty it	
how + be + subject	How are you? How is your mother? How am I doing?	Sentences about weather, times, days, dates, and distances often have an empty it subject. It's "empty" because it doesn't replace a noun.	
How far / long / much / many / old + be + S	How long is the movie? How far is the store? How much is it? How old are you?	weather	A: How's the weather? B: It's a beautiful day. It's sunny.
		time	A: What time is it ? B: It's 2:00.
		day/date	A: What day is it ? / What's the date? B: It's Monday. / It's July 23rd.
		distance	A: How far is it to campus? B: It's two kilometers.
adjectives after be			
subject + be + adjective	She's beautiful. We're awesome. I'm hungry.		

Match the answers to the questions.

- | | | |
|------------------------------|---|----------------------------|
| 1. You're doing well. | • | a. How is your dinner? |
| 2. It's two hours long. | • | b. How much is the pizza? |
| 3. She's great. | • | c. How old are you? |
| 4. I'm twenty. | • | d. How long is the movie? |
| 5. It's okay. | • | e. How am I reading? |
| 6. It's twenty-five dollars. | • | f. How's your grandmother? |

Write questions for the answers.

- | | |
|------------------------------------|------------|
| 7. The theater is five miles away. | How _____? |
| 8. He's six feet five inches. | How _____? |
| 9. The show is three hours long. | _____? |
| 10. It's Friday. | _____? |
| 11. It's raining. | _____? |
| 12. It's March 14th. | _____? |
| 13. It's half past one. | _____? |

E READ TO SPEAK

Work with a partner. Take turns reading the roles of the man and the woman in the conversation in part A. The partner playing the woman replaces the woman's information with details about his or her own life.

Present one of your conversations to the class.

3. THIS IS...



A MODEL CONVERSATION

Brief note

"Have a seat" is a polite way of asking someone to sit down.

Read the conversation. Then listen. (1-05)

- Man:** Hi, Tammy. Who's this? Oh, right. We have a new employee today. What's your name?
- Tammy:** Tony, this is Nick Johnson, our summer intern. Nick, this is Tony Hendricks. He's the office secretary.
- Nick:** Nice to meet you, Tony.
- Tony:** Welcome to the company.
- Tammy:** Here Nick, **have a seat**. This is Elaine Rodriguez, and that's our **supervisor**, Stacy Ramon.
- Nick:** Nice to meet both of you.
- Stacy:** Glad to meet you, too. How's your first day going?
- Nick:** I like my coworkers, but I'm still finding my way around.
- Stacy:** Well, you have lots of time. After the meeting, let's go and see Mr. Carlson.
- Nick:** Okay. Um, who is Mr. Carlson?
- Stacy:** He's our boss, the CEO.

Brief note

"Supervisor" is another word for boss (see part B). It is usually used for a lower boss who works closely with employees, not a CEO.

Brief note

A *business* is a place that sells things. *Business* is also the activity of making and selling things, and it is a university subject.

B VOCABULARY

Read the conversation again. Match the expressions to the correct definitions.

- coworker
 - company
 - intern
 - employee
 - CEO
 - secretary
 - boss
 - meeting
- a business
 - chief executive officer; the boss of a company
 - a person whose job is to answer phones, etc.
 - a person who works at a job for a short time to learn about it
 - a person whose job is to tell others what to do
 - a time at work when people get together to discuss something
 - a person who works for another person or for a company
 - a person you work with

C VOCABULARY COMPREHENSION

Read Nick's email to his parents about his first day at work. Circle the correct answers.

Hi, Mom and Dad.

My first day at the **1.** (company / employee) is going fine. I don't have a computer yet, so I'm borrowing a tablet from the **2.** (meeting / secretary). His name is Tony. A **3.** (secretary / coworker) named Tammy introduced me to the other **4.** (companies / employees) in the office. She seems very nice. So does Stacy, my **5.** (intern / supervisor).

We just had a **6.** (boss / meeting) about this week's work. Soon Stacy is taking me to meet the big **7.** (boss / employee)—the CEO! I'm a little nervous. More later.

Love,
Nick

