



Master Blueprint

STUDENT BOOK

A2

PRE-INTERMEDIATE

 Compass
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CONTENTS

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*	
Module 1: Plans Pages 6 to 35	<p>A2 Start a conversation</p> <p>A2 Discuss plans with other people</p> <p>A2 Link ideas with simple connectors (for example, <i>and</i>, <i>but</i>, or <i>because</i>)</p> <p>A2 Find the most important information in advertisements, information leaflets, web pages, etc.</p> <p>A2 Understand the main points in short, simple written news items and descriptions if you already know something about the subject</p> <p>A2 Understand the main information in news reports that you hear</p> <p>A2+ Discuss different things to do, places to go, etc.</p> <p>A2+ Briefly explain and give reasons for actions and plans if you have time to prepare</p>	<p>* Unit 1 * What to Do p. 8</p> <p>In this first unit, students learn to talk about their future and their plans (for example, discussing decisions or asking for and giving advice).</p>	<ol style="list-style-type: none"> 1 What are your plans? 2 The Career Center 3 Making Decisions 4 Deciding on the Future 5 Ready for a Break 	<p>Academics</p> <p>Fields of study and career fields</p> <p>Careers and employment</p> <p>Expressions used to show interest and understanding</p> <p>Household chores</p>	
	Unit 1 Review				
	<p>A2+ Understand the main information in news reports that you hear</p> <p>A2+ Discuss different things to do, places to go, etc.</p> <p>A2+ Briefly explain and give reasons for actions and plans if you have time to prepare</p>	<p>* Unit 2 * Researching Your Options p. 20</p> <p>This unit continues to teach students to discuss future plans by briefly expanding on topics brought up in Unit 1. Students get job-hunting tips, read job ads, and discuss choices related to work and education.</p>	<ol style="list-style-type: none"> 1 Searching for a Job 2 Applying for a Job 3 Decisions, Decisions 4 University Ratings 5 Studying Abroad 	<p>Job applications</p> <p>Words related to university, academics, and studying abroad</p> <p>Common adverbs and intensifiers</p> <p><i>-ing</i> adjectives and <i>-ed</i> adjectives</p>	
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Module 2: Getting a Job Pages 36 to 65	<p>A2 Understand simple information and questions about work and hobbies</p> <p>A2 Talk to people politely in short social exchanges using everyday forms of greeting and address</p> <p>A2 Complete a questionnaire with information about your educational background, job, interests, and skills</p> <p>A2 Describe your education and your jobs, present and past</p> <p>A2 Make and accept invitations, or refuse invitations politely</p> <p>A2+ Use the most important connecting words to tell a story (for example, <i>first</i>, <i>then</i>, <i>after</i>, and <i>later</i>)</p> <p>A2+ Participate in a longer conversation about a familiar topic</p> <p>A2+ Describe a job or a study experience</p>	<p>* Unit 3 * Basics of the Process p. 38</p> <p>Students will discuss some things that happen before they get a job, including job applications and job interviews. They then learn how to prepare for an interview and what to expect during the interview.</p>	<ol style="list-style-type: none"> 1 A Job Application 2 Scheduling an Interview 3 Preparing for an Interview 4 The interview begins. 5 The Job Description 	<p>Job applications and interviews</p> <p>Business English and professionalism</p> <p>Job descriptions</p> <p>Phrasal verbs: <i>get on</i>, <i>go over</i>, <i>fill out</i>, <i>look up</i>, etc.</p> <p>Modals for permission</p> <p>Adverbs of sequence</p>	
	Unit 3 Review				
	<p>A2+ Make and accept invitations, or refuse invitations politely</p> <p>A2+ Use the most important connecting words to tell a story (for example, <i>first</i>, <i>then</i>, <i>after</i>, and <i>later</i>)</p> <p>A2+ Participate in a longer conversation about a familiar topic</p> <p>A2+ Describe a job or a study experience</p>	<p>* Unit 4 * Deeper into the Interview p. 50</p> <p>Students will discuss what happens deeper into an interview and how to end an interview properly. Basic interview questions and some more difficult ones are discussed, including talking about previous experience and education.</p>	<ol style="list-style-type: none"> 1 Basic Questions 2 Talking about Your Last Job 3 Talking about Your Education 4 Some Difficult Questions 5 The End of the Interview 	<p>Interview preparation</p> <p>Adjectives to describe jobs and coworkers</p> <p>Reflexive pronouns</p> <p>Irregular past tense verb forms</p> <p>Future time expressions</p>	
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Module 2 Review / Master Academic Writing: Topic Sentences					

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<p>Lesson 1 <i>have to</i></p> <p>Lesson 2 <i>have to</i> and <i>must</i></p> <p>Lesson 3 Comparative adjectives; <i>may</i> and <i>might</i></p> <p>Lesson 4 Superlative adjectives; <i>maybe</i>, <i>perhaps</i>, and <i>probably</i></p> <p>Lesson 5 Intensifiers</p>	<p>R: Job-hunting tips</p> <p>R: A to-do list</p> <p>R: Job postings</p> <p>R: An announcement to students</p> <p>R: An article about choosing a school</p> <p>R: A ratings table</p> <p>R&L: A conversation about studying abroad</p> <p>L: A report on graduate programs</p>	<p>W&S: Writing and discussing a to-do list</p> <p>W: Help-wanted ads</p> <p>W&S: Preparing for and giving a job interview</p> <p>S: Discussing factors in a decision that was made</p> <p>W&S: Making predictions</p> <p>S: Talking about feelings</p> <p>W: Summary of a report</p> <p>S: A grad school interview</p>
<p>Lesson 1 Phrasal verbs</p> <p>Lesson 2 <i>prefer</i> + noun, gerund, or infinitive</p> <p>Lesson 3 Advice with <i>should</i>, imperatives, and (<i>would</i>) <i>suggest/recommend</i> + gerund</p> <p>Lesson 4 <i>I know</i> + clause; conjunction <i>before</i></p> <p>Lesson 5 Infinitives in common phrases</p>	<p>R: Résumés and job applications</p> <p>R&L: Invitation to an interview</p> <p>R&L: A conversation about an interview</p> <p>R: A description of a bad interview</p> <p>R&L: The beginning of an interview</p> <p>R&L: Job descriptions</p>	<p>W: Filling out a job application</p> <p>W&S: Interviews and other communication between applicants and employers</p> <p>W&S: Describing job preferences</p> <p>W&S: Giving interview advice</p> <p>W&S: Guess which company!</p> <p>W: A presentation about a dream job</p> <p>S: Discussing potential jobs</p>
<p>Lesson 1 Object pronouns and reflexive pronouns</p> <p>Lesson 2 Simple past of <i>be</i>; <i>be like</i></p> <p>Lesson 3 Simple past: regular verbs</p> <p>Lesson 4 <i>when</i> clauses in past sentences; simple past: irregular verbs</p> <p>Lesson 5 <i>when</i> clauses in future sentences</p>	<p>R: A short article introducing common job interview questions</p> <p>R&L: Descriptions of work experience and education in job interviews and cover letters</p> <p>R: A short article on how to approach difficult interview questions</p> <p>R&L: Wrapping up an interview</p> <p>R&L: Job interviews</p> <p>R&L: Job descriptions</p>	<p>W&S: Discussing, writing, and answering interview questions</p> <p>W&S: Describing job duties</p> <p>W&S: Writing and talking about teamwork</p> <p>W: Writing a cover letter</p> <p>W&S: Writing and talking about past experiences</p> <p>W: Long-term plans</p> <p>W&S: Job interview, ad, and description</p>

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	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
Module 3: Changes at School Pages 66 to 95	<p>A2 Ask and answer simple questions about school, likes, and dislikes</p> <p>A2 Understand short, simple texts containing familiar vocabulary, including international words</p> <p>A2 Explain why you like or dislike something</p> <p>A2 Write about yourself (for example, information about your school) using simple language</p> <p>A2+ Describe plans and alternatives</p> <p>A2+ Describe past activities, events, and personal experiences</p> <p>A2+ Ask and answer simple questions about things in the past</p> <p>A2+ Understand the main points in short newspaper or magazine stories</p>	<p>* Unit 5 + p. 68 Changing Your Major</p> <p>Students will discuss their majors. They will learn to talk about choosing and changing their majors as well as discuss study preferences. Students will also talk about factors that affect their academic decisions.</p>	<ol style="list-style-type: none"> 1 Deciding What to Study 2 Choosing Your Major 3 Changing Majors 4 What would you rather study? 5 Communicating Your Choice 	<p>Fields of study College majors Career and job skills Adjectives and verbs used to describe feelings about subjects Comparative and superlative adverbs</p>
	<p>A2+ Describe plans and alternatives</p> <p>A2+ Describe past activities, events, and personal experiences</p> <p>A2+ Ask and answer simple questions about things in the past</p> <p>A2+ Understand the main points in short newspaper or magazine stories</p>	<p>* Unit 6 + p. 80 Transferring</p> <p>Here the student learns to discuss the possibility of changing schools and the factors that go into this decision. This includes reasons why a student might transfer as well as what to look for in different prospective schools.</p>	<ol style="list-style-type: none"> 1 Looking for a School 2 Changing Schools 3 Researching Options 4 Visiting a Campus 5 Going Abroad to Study 	<p>Words used to talk about schools More fields of study Words and phrases found on university websites Directions and adverbs of place Words and phrases used to give suggestions and warnings</p>
Unit 5 Review				
Unit 6 Review				
Module 3 Review / CLIL Reading: History				
Module 4: A Break from School Pages 96 to 125	<p>A2 Talk about plans for your next holiday</p> <p>A2 Check written sentences for mistakes (for example, subject-verb agreement or article agreement)</p> <p>A2 Correctly use simple phrases you have learned for specific situations</p> <p>A2+ Understand short, simple texts on familiar subjects</p> <p>A2+ Summarize simple stories you have read, relying on the language used in the story</p> <p>A2+ Understand simple texts, emails, and letters</p> <p>A2+ Identify changes in the general topic of a discussion that is conducted slowly and clearly</p> <p>A2+ Ask for and give opinions; agree and disagree</p>	<p>* Unit 7 + p. 98 Time Off</p> <p>Students will talk about the possibility of taking a break from school. They will talk about why they might want a break, the decision to take one, how they could spend it, and the consequences of the decision.</p>	<ol style="list-style-type: none"> 1 Taking a Semester Off 2 An Email Home 3 Going Home 4 Go traveling! 5 Part-time Job 	<p>Activities and options for young adults Words related to traveling Words used to describe feelings and discuss decisions More job skills and work conditions Time expressions, especially ones used with the present perfect</p>
	<p>A2+ Summarize simple stories you have read, relying on the language used in the story</p> <p>A2+ Understand simple texts, emails, and letters</p> <p>A2+ Identify changes in the general topic of a discussion that is conducted slowly and clearly</p> <p>A2+ Ask for and give opinions; agree and disagree</p>	<p>* Unit 8 + p. 110 Studying Abroad</p> <p>Students discuss in detail an educational option for what to do while studying abroad. They discuss where they could go, visit websites to research study abroad programs, and ask friends for advice before making their decision.</p>	<ol style="list-style-type: none"> 1 Canada or the USA? 2 US City Guides 3 Which language center? 4 Study Spanish abroad. 5 Let's chat. 	<p>Words used to talk about places Words related to travel and language study Words and phrases used to make comparisons Phrases for agreement Modals Determiners Intensifiers</p>
Unit 7 Review				
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Module 4 Review / Master Academic Writing: Supporting Details & Conclusion				

Grammar and Structures	Listening / Reading	Writing / Speaking
<p>Lesson 1 Zero conditional</p> <p>Lesson 2 Infinitives of purpose; <i>in order to</i></p> <p>Lesson 3 <i>be good/bad at; help + object + (to) verb</i></p> <p>Lesson 4 <i>would rather</i></p> <p>Lesson 5 <i>other and another; else</i></p>	<p>R&L: An article about choosing majors</p> <p>R: Entries in a course catalog and other descriptions of courses</p> <p>R&L: Conversations about choosing and changing majors</p> <p>R&L: A conversation to report a decision</p> <p>R: An article about changing majors</p> <p>L: A report on popular majors</p>	<p>W&S: Discussing reasons for and factors in making decisions, especially related to studies</p> <p>W&S: Describing courses</p> <p>W&S: Asking for and giving advice and opinions</p> <p>W&S: Reporting on the past</p> <p>W&S: Describing what you and other people are good or bad at</p> <p>S: Describing preferences and persuading people</p> <p>W: An email describing feelings about school subjects</p>
<p>Lesson 1 Adverbs of place</p> <p>Lesson 2 <i>had better (not) and let's</i></p> <p>Lesson 3 First conditional; <i>have + object + to verb</i></p> <p>Lesson 4 <i>think + (that) clause</i></p> <p>Lesson 5 <i>keep/continue + gerund; why not and why don't</i></p>	<p>R: A university brochure</p> <p>R&L: A conversation about changing schools</p> <p>R: Descriptions of students' problems</p> <p>R: A university's homepage</p> <p>R&L: A conversation about researching schools</p> <p>R&L: A conversation about studying abroad</p> <p>R: Descriptions of schools</p> <p>L: A report on graduation rates</p>	<p>S: Describing schools, including campuses and the surrounding area</p> <p>S: Discussing possibilities and decisions</p> <p>W&S: Asking for and giving information and advice</p> <p>W&S: Listing and discussing factors in choosing a school or university</p> <p>S: Discussing studying abroad</p> <p>W&S: Choosing a university</p> <p>W&S: Communicating at and about a school information fair</p>
<p>Lesson 1 Present perfect; <i>still, never, and yet</i></p> <p>Lesson 2 Simple past vs. present perfect; <i>few and a few; none (of)</i></p> <p>Lesson 3 Time expressions with the present perfect; <i>empty it</i></p> <p>Lesson 4 <i>ever, never, and always; while and during</i></p> <p>Lesson 5 <i>How long</i> questions with the present perfect; <i>so far</i></p>	<p>R&L: Taking time off</p> <p>R: An email about deciding to take time off from school</p> <p>R&L: Going home</p> <p>R: How to spend a vacation</p> <p>R&L: A part-time job</p> <p>R: A journal entry: video game</p> <p>R&L: Options for next semester</p> <p>L: An interview with an advisor</p>	<p>W&S: A list of pros and cons</p> <p>W&S: Things you've done or would like to do</p> <p>W: Summarizing a problem and choosing from possible solutions</p> <p>S: Details about spending a break at home or on vacation</p> <p>W&S: Things you haven't done recently and how long it's been</p> <p>W&S: Asking questions to find out about people's travel goals</p> <p>W&S: Researching and discussing travel opportunities</p> <p>S: Discussing part-time jobs for college students</p>
<p>Lesson 1 <i>whether</i> and <i>if</i></p> <p>Lesson 2 Comparative and superlative adjectives; <i>more/most, less/least; both A and B</i></p> <p>Lesson 3 Comparing using <i>less, fewer, and (not) as... as...</i></p> <p>Lesson 4 <i>can</i> and <i>could</i> for possibility; phrases of agreement</p> <p>Lesson 5 <i>either, neither, and both; too and enough</i> with adjectives</p>	<p>R&L: A conversation about studying abroad</p> <p>L: A study-abroad web page</p> <p>L: A description of a language school</p> <p>R&L: A conversation about studying abroad</p> <p>R: An online chat</p> <p>L: Conversations about choosing a country to study abroad in</p>	<p>W&S: Talking about decisions you need to make</p> <p>W&S: Rating your city</p> <p>S: Discussing which school to study at</p> <p>W: The best place to study</p> <p>W&S: Talking about study preferences</p> <p>W&S: Choosing the best city</p> <p>W&S: Opening a new language school</p>



PLANS

MODULE GOALS

- 1 Start a conversation
- 2 Discuss plans with other people
- 3 Link ideas with simple connectors (*for example, and, but, or because*)
- 4 Find the most important information in advertisements, information leaflets, web pages, etc.
- 5 Understand the main points in short, simple written news items and descriptions if you already know something about the subject
- 6 Understand the main information in news reports that you hear
- 7 Discuss different things to do, places to go, etc.
- 8 Briefly explain and give reasons for actions and plans if you have time to prepare

PREVIEW

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

- ed adjectives _____
- information about a career center _____
- an article about business schools _____
- a university ratings table _____

DISCUSS

Talk about the questions with a partner.

- 1 What is happening in the photo?
- 2 What kinds of things might the woman be thinking about?
- 3 What is the best way to search for a job?
- 4 What are some challenges for young people today?
- 5 How does school help prepare people for the future?

WRITE

Choose one of the questions from above. Write a couple of sentences to answer it.

WHAT TO DO



AUDIO



VIDEO



1. WHAT ARE YOUR PLANS?

A MODEL CONVERSATION

Listen to the interview. Then read the sentences.
Listen again. Are the sentences true (T) or false (F)? (1-01)

- _____ Phillip is thinking of going to college.
- _____ Phillip is studying computer science.
- _____ Sonya is working in Spain for six months.
- _____ Sonya is traveling for six months.
- _____ Yaser is going to apply to university.
- _____ Yaser is working on his grandparents' farm.

For the false sentences, why are they false?

Brief note

To "think of" or about something means that you are considering it—that you might do it in the future.

B VOCABULARY

Listen to the interview again. Circle the words that you hear. (1-01)

gap year run volunteer apply student loan experience field nanny

Now write the words next to the correct definitions. Check your answers with a partner.

1.	a year between high school and college to travel, work, or rest	5.	money that is borrowed from a bank to pay for school
2.	time spent doing something and the skills learned while doing it	6.	to formally ask for something such as a job, usually in writing
3.	a person who helps parents with childcare	7.	a subject of study or a kind of work
4.	to be the boss of; to direct or manage	8.	to work/help people for no pay; a person who does this

C VOCABULARY COMPREHENSION

Fill in the blanks with the correct words from part B.

- Sonya is going to take care of children. She is going to work as a(n) _____.
- Many students take a year off from studying before they go to college. They take a(n) _____.
- Our store needs a new employee. You should _____ for the job.
- I want to be a teacher, so I'm working as a volunteer at a school to get some _____.

D GRAMMAR

Present continuous for future plans

Brief note

Remember that you can use present continuous to talk about things happening at the moment of speaking. For example: *What are you doing right now? I'm making breakfast.*

subject	be	verb + -ing (+ object)	future time phrase
I	am	starting college	in September.
He/She/It	is	visiting Paris	next week.
You/We/They	are	meeting a friend	after school.
more future time phrases	soon, later, tonight, tomorrow, tomorrow morning/afternoon/evening, next Sunday, next weekend, in two hours/days/weeks/months/years		

Brief note

People do not always use time phrases. They use them when they want to be specific. These phrases usually come at the beginning or the end of a sentence.

Read each sentence. Write **P** next to sentences about the present and **F** next to sentences about the future.

- ____ Please be quiet. I'm working on an assignment.
- ____ My parents are having dinner at that new restaurant after work.
- ____ He's doing research on local schools.
- ____ Ahmed is waiting for the bus to take him home.
- ____ Sarah and her sister are taking the train to London tomorrow.
- ____ She is taking a shower at the moment.

Put the words in order to make sentences or questions.

- is / John / this / in / sister / his / visiting / Istanbul / weekend

- you / Saturday / are / what / doing / next
_____?
- boyfriend / next / getting / her / and / Jenny / year / married / are

E USE THE LANGUAGE

What are you up to?

Think about your plans for next month. Write them as notes. You don't have to write complete sentences.

My plans...

Talk about your plans with a partner. Ask about your partner's plans. Do you have similar plans? When are you going to do these things? Are you and your partner busy?

When you are finished, talk with another pair about their plans. Then share with the class.

2. THE CAREER CENTER

A AUTHENTIC TEXT: A CAREER FLYER

Read the flyer and answer the questions.

Regular Activities

Coffee Time

Mon-Fri: 8:30 – 10:00 a.m.

- Meet new employees of the center

Job Fair

Last Thursday of every month

- Meet local employers looking for workers

Résumé Workshop

Third Wednesday of every month: 1:00 – 4:00 p.m.

- Develop your résumé with help from an expert

Get in touch

By phone: 204-555-6987

By email: info@ccpc.edu

Like us on Facebook

Career Center

Are you between the ages of 17 and 35? Looking for employment? Trying to decide what to do with your future? Drop by the Career Center and find out about the options available to you.

At the Career Center, you can:

- Start to think about your future
- Learn about career programs
- Get help with your résumé and practice job interview skills
- Learn about volunteering to help you get experience
- Search the job board
- Make an appointment with a career counselor
- Make new friends

Events this week

Rob Vega

Monday: 2:00 – 4:00 p.m.

- Government training programs

Annika Smith

Wednesday: 4:00 – 6:00 p.m.

- Writing a cover letter

Please register at the front desk.

Brief note

To drop by means to go to a place for a short time without an appointment.

Brief note

The word "résumé" is often spelled *resume*. Another way to say résumé is CV (*curriculum vitae*, a Latin phrase).

1. Who can use the Career Center?
2. What happens every weekday morning?
3. How often is there a job fair?
4. When can you learn about writing cover letters?
5. How can you contact the center?

B VOCABULARY

Write the green words or phrases from part A next to the correct definitions.

1. _____ from or around this area
2. _____ a meeting with someone at a specific time
3. _____ a face-to-face meeting to talk about a job
4. _____ a written list of your skills and experience
5. _____ to speak or write a message to someone
6. _____ an event where many employers meet people looking for jobs
7. _____ a letter about your experience
8. _____ the group of people who run a city, state, country, etc. and make laws
9. _____ work done for pay; a job, or the state of having a job
10. _____ a person who knows a lot about a subject

C ABOUT YOU

Discuss the questions with a partner.

1. Do you have a résumé? If you do, what do you have on it? If not, what can you write on one?
2. What are some local jobs or companies that you are interested in? Why?

D GRAMMAR

Brief note

Stative verbs such as *love*, *own*, *want*, and *know* are not usually used with present continuous.

Simple present vs. present continuous

	simple present	present continuous
present meaning	things that are generally true; routines and habits	things happening at the time of speaking
examples	He works at the library. (He has a job at the library. Is he there right now? We don't know.) She eats lunch in the cafeteria. (This is her daily routine—she usually does it.)	He's working right now. (He's at his workplace and doing work.) She's eating lunch in the cafeteria. (It is lunchtime now, and she's eating in the cafeteria.)
time expressions	every day, week, month, morning, afternoon in the morning, afternoon, evening usually, often, never	right now at the moment
future meaning	scheduled actions on a timetable or calendar	plans
examples	My plane leaves at 6:45 tomorrow evening. Classes start on September 15.	I'm meeting Mom at the airport tonight. We're seeing a movie on Friday afternoon.

Fill in the blanks with the correct forms of the verbs.

1. My sister _____ (study) biology at university this year. She wants to become a doctor.
2. I usually _____ (walk) to school, but today I _____ (take) the bus because I _____ (be) late.
3. The teacher _____ (know) all of her students' names.
4. I _____ (eat) breakfast every morning—I _____ (need) it so I'm not hungry in class.

E WRITE TO SPEAK

Write five questions you can ask someone about future plans. Use the time expressions below to help you.

next year
after school

when you were a child
when you graduate

next week
in five years

1. _____?
2. _____?
3. _____?
4. _____?
5. _____?

Now interview a partner about his or her future plans.

F USE THE LANGUAGE

Career counseling

With your partner, on a separate piece of paper, write a conversation between a career counselor and a person thinking about a new job. Talk about the person's experience, education, and skills. Try to decide on a good career for him or her. Then perform your conversation for the class.

3. MAKING DECISIONS



Brief note

"IT" is an abbreviation of the phrase *information technology*.

A MODEL CONVERSATION

Read the conversation. Then listen. (1-02)

Elisa: Hey, Malak. You look really **worried**! What's the matter?

Malak: I decided to go to college next year, but I don't know what major to choose.

Elisa: Oh, that's a **tough** one. What do you like to do?

Malak: Well, I really enjoy being **outdoors**. I don't want an office job because I **can't stand** sitting down all day. But my parents think I should study **IT**. That's why I'm stressed.

Elisa: Hmm. I can understand that. But your parents can't make this kind of **decision** for you. What other things do you like doing?

Malak: I'm not sure. I need to think about that because my parents want to discuss my decision this week.

Elisa: The **recreation leader** program at the local college might be interesting. What do you think about that?

Malak: Sounds cool. I'll **look into** it. Thanks, Elisa.

B VOCABULARY

Write the bold words or phrases from part A next to the correct definitions.

- _____ hard
- _____ outside
- _____ to hate
- _____ someone who leads activity groups (arts, sports, games, etc.)
- _____ what a person chose; a choice
- _____ thinking about problems and feeling stressed
- _____ to try to get information about something
- _____ the study of computers and how to use them to keep and communicate information

C VOCABULARY: SHOWING INTEREST AND UNDERSTANDING

Read the following expressions and their meanings.

a. What's the matter?	<i>What's wrong?</i>
b. That's a tough one.	<i>That's a hard problem.</i>
c. I (can) understand that.	<i>I see why you feel that way.</i>

Now listen to three people talk. Which expression should you use in each situation? Write the letters. (1-03)

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