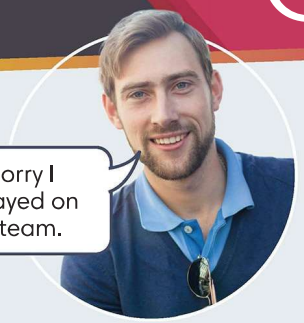
UNIT 6

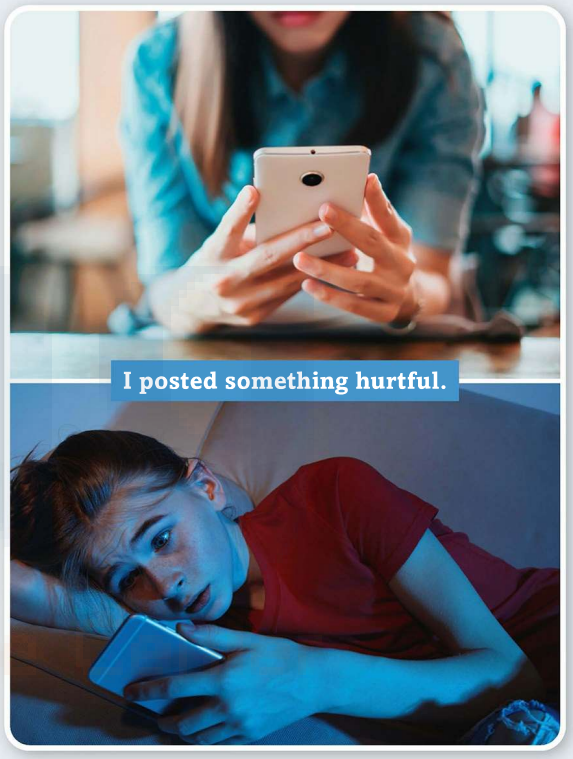
Plans and Choices

Warm-Up

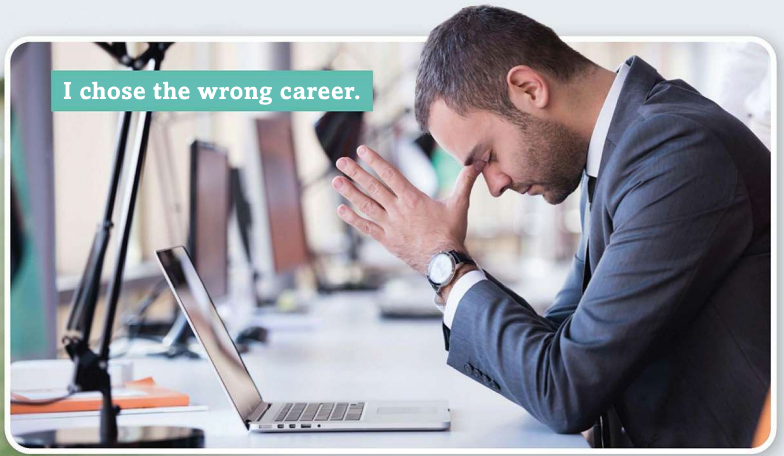
Are you sorry about any of these things?











UNIT 6 COMMUNICATION GOALS

Lesson 1
Express resolutions for creating a better life

Lesson 2
Examine past actions

Lesson 3
Discuss factors that promote success

Lesson 4
Prepare for a job interview

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Topic Warm-Up

A CAREER FIELDS | Take the job aptitude self-test.

Are you training for the right career?

On a scale from 0 to 5, how much do these activities interest you?



Business

	0	1	2	3	4	5
starting a new company	○	○	○	○	○	○
planning a way to increase sales	○	○	○	○	○	○
planning a marketing strategy	○	○	○	○	○	○
updating a company's information technology	○	○	○	○	○	○



Science

	0	1	2	3	4	5
doing scientific experiments in a laboratory	○	○	○	○	○	○
helping people improve their health	○	○	○	○	○	○
developing new medical technology	○	○	○	○	○	○
finding a cure for a dangerous disease	○	○	○	○	○	○



Social Work

	0	1	2	3	4	5
helping families or couples with problems	○	○	○	○	○	○
teaching adults how to read	○	○	○	○	○	○
running a program to support new parents	○	○	○	○	○	○
helping elderly adults who are widowed or alone	○	○	○	○	○	○

Arts & Entertainment



	0	1	2	3	4	5
creating visual arts	○	○	○	○	○	○
performing in front of an audience	○	○	○	○	○	○
writing articles, books, or plays	○	○	○	○	○	○
directing movies or plays	○	○	○	○	○	○



Crafts

	0	1	2	3	4	5
creating handicrafts	○	○	○	○	○	○
making rugs or weavings	○	○	○	○	○	○
restoring antique furniture or cars	○	○	○	○	○	○
building houses	○	○	○	○	○	○

B GROUP WORK | Poll the class. Which career field had the most interest? Which had the least?

"In our class, most students were interested in business and science."

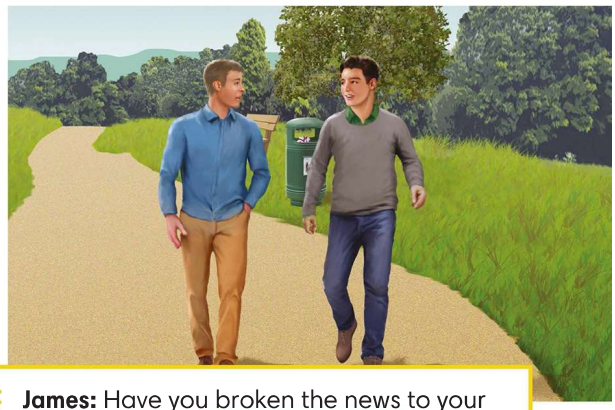
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Language Warm-Up

A ZOOM-IN | Read and listen to the conversation. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Scott = American English (standard)
James = American English (regional)





Scott: So I've decided I'm dropping out of law school.

James: Whoa. That's a pretty drastic change! Was it a sudden decision?

Scott: Actually, no. I've been mulling it over for a while.

James: Wow. I had no idea you weren't enjoying law school. What happened?

Scott: It wasn't just one thing. But mainly I don't think I'm competitive enough. Winning isn't everything to me.

James: But law's a really good profession. Lawyers make a good living. You could earn a lot of money.

Scott: That's true, but I realized that I just wasn't cut out for it. I hate conflict.

James: I don't get it. What does conflict have to do with it?

Scott: Every case is just one big argument with "the other side." You've got to win if you want to be successful.

James: Have you broken the news to your parents yet?

Scott: Yeah. They're not happy. They tried to talk me out of it. . . . I probably should have thought about this sooner, but better to make the change now before it's too late.

James: Have you given any thought to what you'd like to do instead?

Scott: Actually yes. . . . Are you ready?

James: Shoot.

Scott: I've decided to go into social work. I'd like to do something that makes a difference—instead of just a lot of money.

B UNDERSTAND FROM CONTEXT | With a partner, explain what each person means.

1 What does Scott mean when he says he's been "mulling it over" for a while?
2 What does James mean when he says that lawyers "make a good living"?
3 What does Scott mean when he says he realized that he "wasn't cut out for" a career in law?
4 What does James mean when he asks if Scott has "broken the news" to his parents?
5 What does Scott mean when he says his parents tried to "talk him out of" dropping out of law school?
6 What does James mean when he says "Shoot"?

C THINK AND EXPLAIN | With a partner, discuss the questions.

1 How are Scott's and James's opinions about a career in law different?
2 Why does Scott prefer social work to law?

SPEAKING PAIR WORK | Complete the chart with notes about one or more important life plans you have changed. Then compare charts with a partner.

	What change did you make?	What was the reason?	Do you regret it?
In my studies			
In a job			
In my career			
In a relationship			
In my marital status			
Other			



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1 COMMUNICATION GOAL

Express resolutions for creating a better life

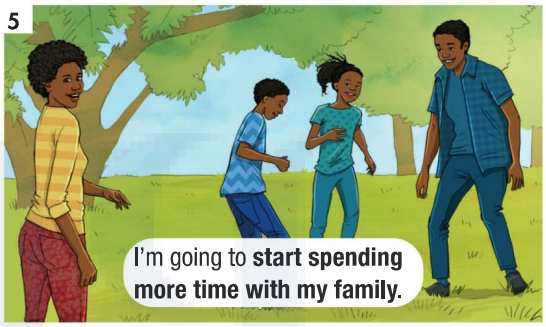
A VOCABULARY | Making resolutions | Read and listen. Then listen again and repeat.

1


2


3


4


5


Others
- eat a healthier diet
- exercise regularly

B ACTIVATE VOCABULARY | Listen. Complete the resolutions with the Vocabulary.

1 She's going to .....
2 She's going to .....
3 He's going to .....
4 He's going to .....
5 She's going to .....

C COACH GRAMMAR | The future as seen from the past: was / were going to and would

Describe intentions, resolutions, and plans for the future that we had in the past with was / were going to + a base form. We often use was / were going to for intentions, resolutions, or plans that changed or weren't successful.

I **was going to stop** smoking, but I never did.
They **were going to join** a gym, but it was too expensive.
Weren't you **going to visit** your parents last night? (Yes, I was. / No, I wasn't.)
Who **was** she **going to invite** to the party? (Adam and Lyn, but they were out of town.)
BUT Who **was going to graduate** in December? (Ken's twins, but they took a year off.)

Another way to express past intentions and plans is with would + a base form. Use would in a noun clause after thought, believed, felt, was / were sure, guessed, or imagined.

Clare **thought** her painting **would win** first prize. Unfortunately, it didn't.
We always **believed** Mike and Liz **would divorce**. Happily, they didn't.

Note: You can use was / were going to in a noun clause after the verbs above.
She **was sure** she **was going to study** graphic design (but she didn't).

GRAMMAR EXPANDER p. 135
- Expressing the future (review)
- The future with will and be going to (review)

Be careful!
Would + a base form can only be used in a noun clause.
Say: He **was going to be** a writer.
Don't say: He ~~would be~~ a writer.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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E **GRAMMAR PRACTICE** | **Look at the pictures and complete each statement, using was / were going to.**

1 MY PLAN? "I'm going to marry a prince and live happily ever after."



WHAT HAPPENED? I ..... a prince, but instead I married Wayne.

2 OUR PLAN? "We're going to be world-class race car drivers."



WHAT HAPPENED? We thought we ..... race car drivers, but then we realized how dangerous it was.

3 MY PLAN? "I'm going to study medicine and be a great doctor!"



WHAT HAPPENED? I ..... a doctor, but I became an engineer instead.

F **GRAMMAR PRACTICE** | **Write sentences about the reasons the people changed plans, using would + a base form.**

1 Ken (think / be) a photographer, but he found it hard to make a living as a photographer.
2 My daughter (believe / study) law, but unfortunately, she didn't do well on the entrance exam.
3 Charles (be sure / divorce) Talia, but his family talked him out of it.
4 They (imagine / get married), but they changed their mind.

COMMUNICATION ACTIVATOR

Now let's express resolutions for creating a better life.



A **CONVERSATION MODEL** | **Read and listen.**

A: So, have you made any resolutions for the new year?
B: Yes, I have. I'm going to start running every morning before breakfast.
A: I wish you luck. I was going to do that last year, but it was just too hard.
B: I'm sorry. But just because you haven't yet doesn't mean you never will.
A: That's true, but I was really sure I would.
B: Well, don't give up. Change can be hard.

Social language
To encourage someone to persevere, say:
Don't give up. Don't lose heart. Keep trying.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a new conversation. Encourage your partner to persevere. Then change roles.**

A: So, have you made any resolutions for the new year?
B: Yes, I have. I ..... .
A: I wish you luck. I was going to ..... .
B: ..... .
. . .

KEEP TALKING!
- Ask your partner why he or she made the resolution.
- Say more about the difficulty of achieving it.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Role-play the conversation again.**

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2 COMMUNICATION GOAL Examine past actions

A GRAMMAR | Perfect modals

COACH

COACH

Remember: Modals add meaning to the base form of a verb.
A perfect modal is used to talk about past actions.

Regrets or judgments: should have + past participle
I **should have gone** to the early show. But unfortunately, I didn't.
They **shouldn't have turned** left there. But unfortunately, they did.

Possibility: may have / might have + past participle
She **may** (or **might**) **have left** her purse at home. It isn't in the car.
I **may** (or **might**) **have called** the wrong number. A person I don't know answered.

Ability (or possibility): could have + past participle
You **could have gotten** a better job. You decided too fast.
She **couldn't have known** he was my cousin. No one ever told her.

Certainty: would have + past participle
Why didn't you buy those red shoes? They **would have been** perfect for the party.
I'm glad you didn't order the clam soup. You **wouldn't have liked** it.

Conclusions: must have + past participle
Ben didn't get off the plane. He **must have missed** it.
He didn't take the job. The salary **must not have been** high enough.



GRAMMAR EXPANDER p. 135
Regrets about the past: should have, ought to have, and wish + the past perfect

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Choose the modal that logically completes each sentence. Write it and the verb in the perfect modal form.

1 I always loved science, but my parents convinced me to study law. Now I think I ..... (might / should) choose the wrong career.

2 We ..... (must not / should not) buy the SUV. It uses too much gas.

3 I'm so sorry you didn't meet Tom when he was here. You ..... (could / would) like him a lot.

4 Doug ..... (would not / must not) be ready to take his driver's test. He didn't pass.

5 Martha ..... (could not / should not) know that they had canceled the party. Her phone was turned off.

6 She ..... (could / should) sell her house years ago. It's really too big for one person living alone.

7 Duh! We ..... (could / must) eat at George's Café when we were in the neighborhood! Why didn't I think of that?

D PAIR WORK | Take turns providing a possible explanation for each fact, using the modal shown.

1 Jenna quit her job. (must)
2 My cousin Jim decided not to marry Ellen. (may not)
3 They invited only eight people to their wedding. (might not)
4 I decided to take the train across the U.S. (could not)
5 Lisa arrived more than two hours late to work. (may)

"She must have hated it."

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E **PRONUNCIATION** | Reduction of have in perfect modals | Notice the reduction of have. Read and listen. Then listen again and repeat.

1 I should /ʃʊdəv/ have married Marie.
2 They might /maɪtəv/ have left.
3 She must /mʌstəv/ have missed the bus.
4 We may not /nɑtəv/ have seen it.

COMMUNICATION ACTIVATOR

Now let's examine past actions.

A **TALKING POINTS** | Write some regrets you have about your past actions. Write what you think you should, might, or could have done instead.

Regret	What should / might / could you have done instead?
I didn't study psychology.	I could have taken one class to see if I liked it.

Regret	What should / could / might you have done instead?

Ideas
a field of study
a job / career choice
a purchase
a marriage / divorce
a boyfriend / girlfriend choice
a breakup
a move
a vacation
an argument
other: .....

B **CONVERSATION MODEL** | Read and listen.

A: I shouldn't have bought this car!
B: Why do you say that?
A: Well, it costs an arm and a leg to maintain.
B: You couldn't have known that.
A: I'm not so sure. I should have read the reviews.
B: Maybe so. . . . Why don't you just try to sell it and buy a more reliable one?
A: I'll give that some thought.

Social language
To agree to consider a suggestion, say:
I'll give that some thought.



C **PRONUNCIATION PRACTICE** | Listen again and repeat. Then practice the Conversation Model with a partner.

D **CONVERSATION PAIR WORK** | With a partner, use your Talking Points to personalize the conversation. Discuss and explain your regrets and what you should, might, or could have done instead. Reassure your partner and offer advice. Then change roles.

A: I (should / shouldn't) have ..... !
B: Why do you say that?
A: Well, ...
B: You couldn't have known that.
A: I'm not so sure. I ..... .
B: Maybe so. . . . Why don't you just ..... ?
A: I'll give that some thought.

E **CHANGE PARTNERS** | Change the conversation again.

KEEP TALKING! ●●●

Ask your partner more questions about his or her regrets.
Could / Couldn't you have [studied medicine] instead?
Express empathy.
I'm sorry to hear that.
You must feel [awful].
Offer more advice.
Why don't you [get married]?
Maybe you could [get some training in another field].

Watch the video for ideas!

RECYCLE THIS LANGUAGE
[You'd] be better off ___ .
I can't believe it!
Don't put it off.
What a catastrophe!
Too many downsides.
Don't ask.
Better safe than sorry.

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3 COMMUNICATION GOAL **Discuss factors that promote success**

A READING | Read the article about factors that promote success. Which do you think is the most important?

FIVE KEYS TO SUCCESS *in almost everything*

No matter what you do—study for a career, work at a job or a profession, care for a home or a business, or nurture a family—these principles are often the keys to success.

1 AVOID DISTRACTIONS

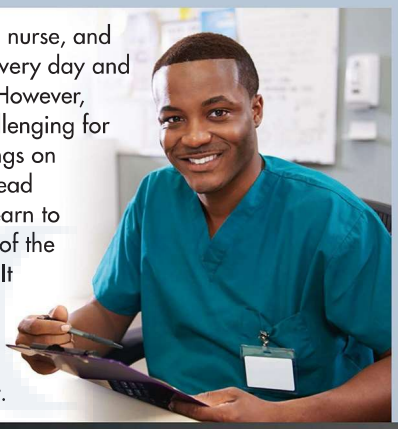
I was promoted into my current position after my boss suddenly quit. My first assignment was to plan a sales meeting for seventy-five employees on short notice: meals, rooms, transportation, you name it. It was all on my shoulders. To avoid distractions, I turned off my personal phone and screened my office calls to see if they were urgent. What ordinarily might have taken me a week to plan took only two days!



Theresa Bowles / Houston, U.S.

2 PRIORITIZE

I'm an emergency room nurse, and I love my job because every day and every case is different. However, nursing school was challenging for me. I had too many things on my plate. To keep my head above water, I had to learn to prioritize—to take care of the most urgent things first. It turns out this was great training for the ER, where prioritizing patients' cases is a must.



Paul Boucher / Montreal, Canada

3 PERSEVERE



I'm a teen tour guide in the American West. On a recent trip, one girl, Lucie, had to deal with conditions that were personally difficult for her. She had always been afraid of snakes, and as luck would have it, she saw a snake outside her tent on the very first night. She wanted to go home, saying the trip "wasn't worth it." The other girls convinced her to stay for one more day, and then one more day, and then just one more. Lucie could have gone home, but persevering till the end will be a key to her future success.

Alix Moore / Boulder, U.S.

4 MAINTAIN BALANCE

So, I've got a high-pressure job in the financial industry. Some traders in the office work all night long. I was recently offered a promotion to the Asia desk, which could have doubled how much money I made. Because of the time difference, Asia trades take place in the middle of our Chicago night, and I started thinking about my two-year-old twins, and, hey, sometimes you just have to say no. In the end, I decided that no amount of money was worth losing that work-life balance for, so I turned it down.



Peter Choi / Chicago, U.S.

5 PRESENT A GOOD IMAGE

I'm a casual kind of guy, so I wore nice jeans and a gray tee every day to my entry-level job. Before long, though, I noticed my co-workers were moving up and I wasn't. My work was as good as theirs, so what was *that* about? An older colleague took me aside and said: "You should dress for the *next* job you want, not the one you have." Dressing (and behaving!) like a manager made all the difference in the world. Look at me now—on the fast track to a job in management.



Ethan Mark / Charleston, U.S.

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B **UNDERSTAND FROM CONTEXT** | **Complete each statement. Use the article to help you determine the meaning of the phrases in quotation marks.**

1 When something is "all on your shoulders," it's ..... .
   a urgent **b** your responsibility

2 When you "keep your head above water," you ..... failure.
   a avoid **b** cause

3 If something is "urgent," it ..... immediate attention.
   a requires **b** prevents

4 Another word for "takes place" is ..... .
   a moves **b** happens

5 When you "turn down" an opportunity, you choose to ..... it.
   a accept **b** not accept

6 Something that "makes all the difference in the world" is something that has ..... impact.
   a a huge **b** no

C **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, write a definition for each of these five terms.**

1 "Avoid distractions" means . . .
2 "Prioritize" means . . .
3 "Persevere" means . . .
4 "Maintain balance" means . . .
5 "Present a good image" means . . .

D **SUMMARIZE** | **With a partner, take turns summarizing each person's story.**

COMMUNICATION ACTIVATOR

Now let's discuss factors that promote success.

A **TALKING POINTS** | **On the notepad, write an example of how you have used at least three of the keys to success. Your examples can come from your studies, your work, or your relationships with friends or family.**

I avoided distractions *Last night my sister had a problem and wanted to talk, so I turned off my phone and paid complete attention to her. Because I listened to her, I was able to suggest a solution.*

I avoided distractions.

I prioritized.

I persevered.

I maintained balance.

I presented a good image.

Another thing I did:

B **DISCUSSION** | **Use your Talking Points to discuss the ways you have been successful. Provide specific details. Ask about your classmates' experiences.**

OPTIONAL Underline new words or phrases in the Reading to use in your Discussion.
Example: " . . . , you name it."

SOFT SKILLS BOOSTER p. 158



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4 COMMUNICATION GOAL Prepare for a job interview

A VOCABULARY | **Employment qualifications** | **Read and listen. Then listen again and repeat.**

ability an ability that you have to learn, such as using a software program or driving
Video editing is an essential skill for a job in social media.

talent an ability that you seem to have been born with
Ben's parents became aware of his musical talent when he was 4.

experience time spent working at something, such as teaching
Margot has three years' experience teaching yoga.

training time spent learning how to do something and practicing it
This company provides management training to all new managers.

B ACTIVATE VOCABULARY | **Explain the following in your own words. Use specific examples from your life to support your explanation.**

- the difference between a talent and a skill
- the difference between experience and training

C LISTEN TO INFER | **Listen to eight people being interviewed for employment at an international job fair. Stop after each interview and match the interviewee with his or her main strength. Listen again if necessary.**



	Interviewee		Strength
c	1 Carolina Soto	a	common sense
.....	2 Carlo Angelini	b	creativity
.....	3 José Alves	c	flexibility
.....	4 Mia Kim	d	leadership
.....	5 Bonnie Kells	e	listening
.....	6 Katherine Cummings	f	problem solving
.....	7 Tom Mayor	g	willingness to learn
.....	8 Marjorie Clark	h	being a team player

D PAIR WORK | **With a partner, decide whether each of the strengths identified in Exercise C is a skill or a talent. Agree or disagree. Support your opinion with reasons and examples.**

Skill	Talent

I think you're born a team player. Some people get along well with others and like working towards the same goal.

I don't agree. You learn to be a team player through experience.

E PAIR WORK | **Which of the strengths from Exercise C do you think you have? Discuss, providing examples from your own life.**

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COMMUNICATION ACTIVATOR

Now let's prepare for a job interview.

A **TALKING POINTS** | Take the skills inventory to prepare your thoughts for an interview for a job or for entrance into a school, program, or university.

My background

Check the fields you are knowledgeable about or have skills, talents, experience, or training in.

- ☐ business
- ☐ education
- ☐ languages
- ☐ arts
- ☐ management
- ☐ athletics
- ☐ science
- ☐ finance
- ☐ other: _____

My qualifications

- ☐ I have common sense.
- ☐ I'm flexible.
- ☐ I'm a good listener.
- ☐ I'm a team player.
- ☐ other: _____
- ☐ I'm creative.
- ☐ I have leadership skills.
- ☐ I'm a problem solver.
- ☐ I'm willing to learn new things.

Experience

Briefly note relevant experience, skills, talents, and training that you feel would make you a good candidate for admission or employment. Provide one example. If you need more space, continue on a separate sheet of paper.

Experience: _____

Skills: _____

Talents: _____

Training: _____



B **PAIR WORK** | Use the information from Talking Points to role-play one of the interviews. Use the examples you provided when you discussed your strengths in Exercise E on page 70.

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional or other kind of school.

"Please come in. Have a seat."

"What kind of work experience do you have?"

"Tell me something about yourself."

"Do you have any special skills?"

"Is there anything you think you should have done differently?"

RECYCLE THIS LANGUAGE

I have experience in [banking].
I don't have much experience, but ___.
I have talent in [art].
I've had some [management] training.
I avoid distractions.
I'm good at [prioritizing].
I can persevere.
I try to present a good image.

C **GROUP WORK** | Tell your classmates what you learned about your partner in the interview.

My partner has experience working with children. She's a good problem solver.



WRITING

Write a profile of yourself. Divide your profile into paragraphs, choosing from the topics below, and give each paragraph a heading. Include your successes and, if you'd like, some failures, as well as the factors that may have led to them. If you have any regrets, express them, using perfect modals.

your childhood
your family
your studies
your job
your career
your strengths and weaknesses

WRITING HANDBOOK p. 149
- Dividing an essay into topics
- Guidance for this writing exercise

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The SHOULDA COULDA WOULDA MUSTA MIGHTA GAME

With a partner, choose one of the conversation starters. Develop a complete conversation in which you guess what happened, using the perfect modals on the list.

Here's an example of Conversation Starter 1:



You have 10 minutes to prepare your conversation and write it on a separate sheet of paper.

Present your conversation to the class.

The winner is the longest conversation that used all the required perfect modals.

A: So here's a surprise. Marie didn't get the position as the orchestra director.
B: That's unbelievable. She had great qualifications.
A: I can't imagine what happened. She must have been having a bad day.
B: Well, I've heard she couldn't play three instruments. That was one of the qualifications for the job.
A: Really? Why is it necessary to play three instruments if you're the director?
B: She should have asked them why. And she might not have told them about all her other experience.
A: That's not possible. I'm sure it was on her application. She wouldn't have forgotten to include her experience.
B: Maybe. But I've heard Marie doesn't have a lot of common sense . . .

CONVERSATION STARTER 1



*might not have / wouldn't have / must have / should have

CONVERSATION STARTER 2



*should have / couldn't have / must not have / I wish he had

CONVERSATION STARTER 3



*might have / must have / shouldn't have / would have

CONVERSATION STARTER 4



*must not have / shouldn't have / might not have

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express resolutions for creating a better life.
- ☐ Examine past actions.
- ☐ Discuss factors that promote success.
- ☐ Prepare for a job interview.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster