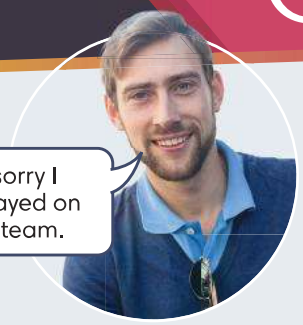
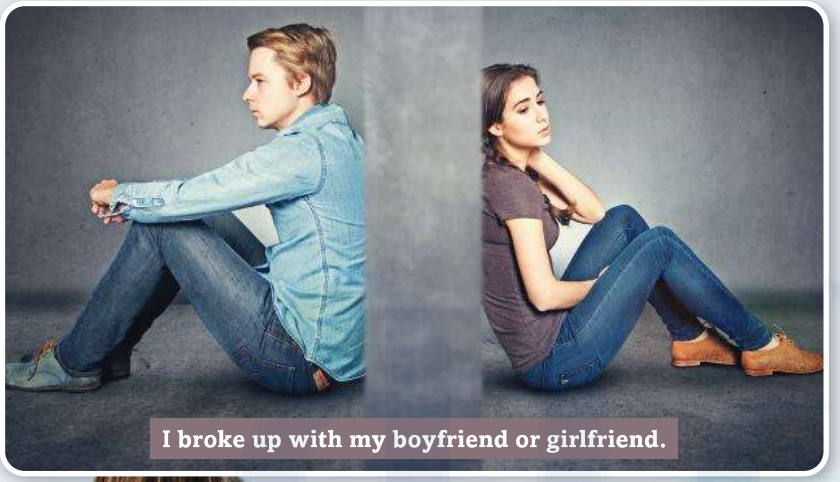
UNIT 6

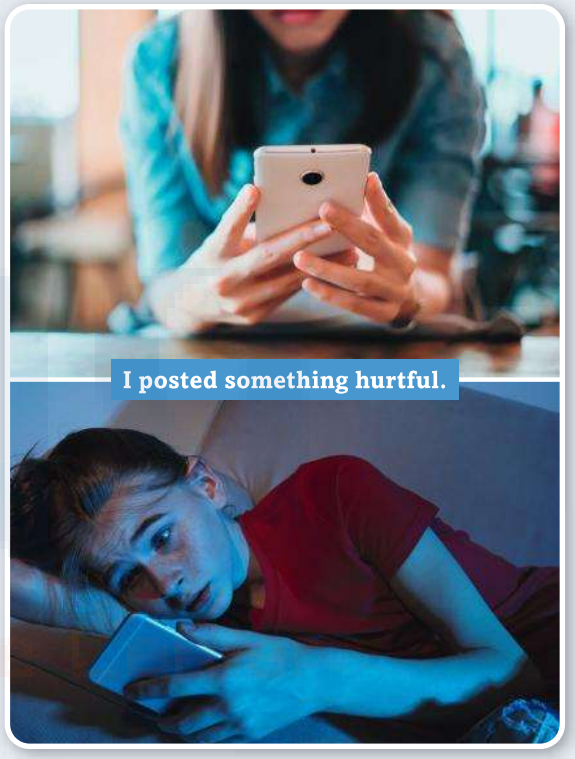
Plans and Choices

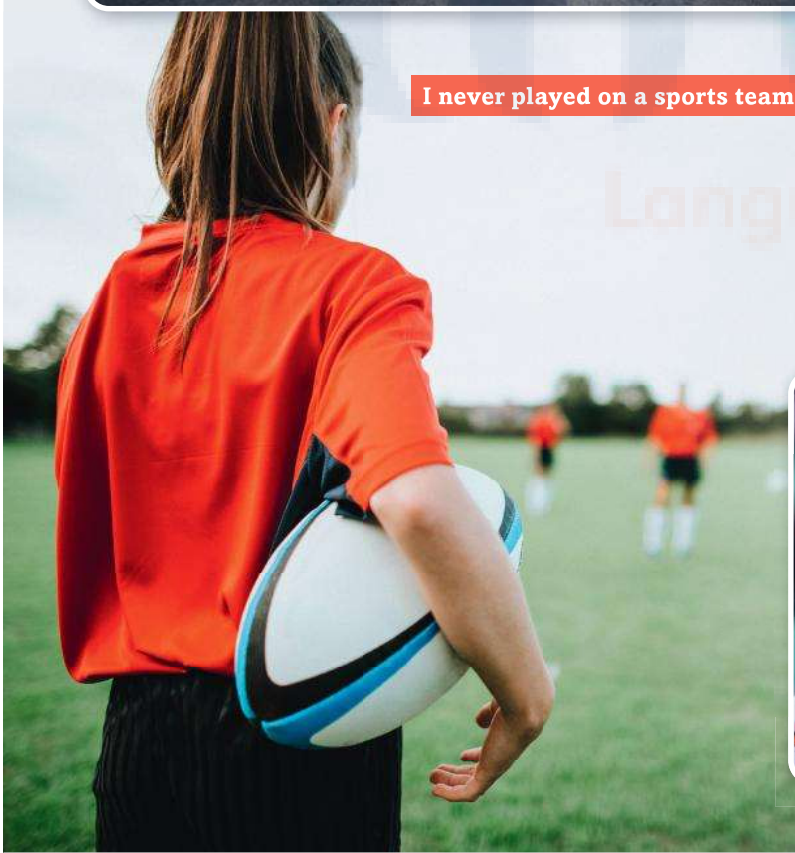


Warm-Up

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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Topic Warm-Up

A CAREER FIELDS

Suggested time: 10 minutes | Your time:

- Read the question at the top of the self-test. Tell Ss that if they have already started a career, they can answer this question instead: *Did you choose the right career?*
- Have Ss read through the self-test and underline any vocabulary they don't understand. Go over any questions they have with the class.
- To model the activity, write *0–5* on the board and point to the first item in the *Business* section. Say, *Starting a new company. Hmm, how much does this interest me? The number 0 means it doesn't interest me at all. The number 5 means that I find it very interesting. I'll mark [4].*
- Give Ss a few minutes to mark their answers to the self-test. Monitor and assist as needed.
- Have Ss add up their scores to see which area they are most interested in. In pairs, have Ss share their results.

LANGUAGE AND CULTURE Job aptitude tests can help people get a better understanding of what their job or career options are. These tests are designed to measure someone's interests or skills, indicate personality preferences, and identify work-related and life values. Career guidance companies and some schools use these tools to help people make successful career choices.

EXTENSION (+10 minutes) To review vocabulary related to jobs, elicit jobs or professions for each career field in Exercise A. (For example: Business: manager, accountant; Science: scientist, doctor; Social work: teacher, social worker; Arts and entertainment: musician, fashion designer; Crafts: carpenter, architect.) Then write on the board: *What are some jobs or professions in <u>your</u> area of interest?* In pairs, have Ss discuss the question.

B GROUP WORK

Suggested time: 15 minutes | Your time:

- Say, *Let's find out which career field most people in this class are interested in.* Draw a five-columned chart on the board with the headings from the self-test. Have each S copy the chart on a separate sheet of paper. Tell them they will use this chart to poll their classmates and mark their answers.
- Call on a S and ask which career field from the self-test he or she is most interested in. Write a checkmark in the column for this career field on the board. Encourage Ss to do the same on their papers.
- Have Ss walk around the classroom and ask their classmates about the career fields they are most interested in. Remind them to record the responses with checkmarks on their papers so they can count the number of people interested in each field at the end of the activity.
- Once Ss have had time to speak to most of their classmates, have them sit down and add up the checkmarks to find out which career field was the most popular.
- Read the example. Form small groups. Have Ss compare their findings from the poll and come to a conclusion about which career fields are most and least popular overall. As Ss discuss, write some follow-up questions on the board:
  Were you surprised by the results of the poll?
  Why do you think these career fields were the most popular?
  Do you think the results would be different with different age groups or nationalities?
- Ask groups to continue the discussion, talking about any of the questions on the board they find interesting.
- Have some groups share what they found out with the class.

OPTION To save time in a larger class, instead of having Ss walk around and poll each other, conduct the poll as a class. Read each career field and have Ss raise their hands if they are interested in that area.

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures and try to guess where the people are and what they are doing. (on a bench in the park, having lunch and chatting)
- Point to the note about accents. Ask, *Who has an American accent?* (both Scott and James)
- After Ss read and listen to the conversation, check comprehension. Ask:
  What is Scott studying at the moment? (law)
  Is he going to continue studying law? (no)
  Why doesn't he like studying law? (It's too competitive, and he doesn't like arguing.)
  What do Scott's parents think? (They aren't happy.)
  What does Scott want to study instead? (social work)

LANGUAGE AND CULTURE In the U.S. and Canada, the main meal is generally in the evening. Lunch is usually a short, less heavy meal eaten around noon. Often, colleagues or classmates meet for lunch outside their office or school and pick up a sandwich or salad. They may eat it outdoors if the weather is good.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 as an example. Have Ss scan the Zoom-In conversation to find *mulling it over*. Ask, *What is Scott talking about?* (his decision to drop out of law school) *What did James just ask him?* (if it was a sudden decision) *What is Scott's answer?* (Actually, no.) Elicit the meaning of *mulling it over.*
- Have Ss work individually to find the remaining expressions in the conversation and read them in context.
- In pairs, have Ss explain to each other what each person means.
- Bring the class together and go over the answers.

EXTENSION (+10 minutes) Have Ss write definitions of the expressions from Exercise B in their notebooks, along with personalized examples to help them remember the expressions.

Answers for Exercise B

1. *Scott means he has been thinking about it for a long time and considering his options.*
2. *James means that lawyers earn a lot of money.*
3. *Scott means that a career in law wasn't a good fit for him; it didn't match his interests or strengths.*
4. *James is asking if Scott has told his parents about the big decision.*
5. *Scott means that his parents tried to convince him to stay in law school. They tried to change his mind.*
6. *In this context, "Shoot" means "Go ahead and tell me."*

C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Form pairs and have Ss identify the relevant parts of the Zoom-In conversation and discuss the questions. Monitor and assist as needed.
- Go over the answers as a class.

CHALLENGE (+10 minutes) Have Ss imagine they are Scott and they have to give their parents reasons for dropping out of law school. In pairs, have them write down their reasons and then role-play the conversation between Scott and his parents.

Answers for Exercise C

1. *Scott thinks that lawyers have to argue a lot, and he doesn't like conflict. James thinks that lawyers can have very successful careers and earn a lot of money.*
2. *Scott prefers social work because he wants to help people and make a meaningful difference in their lives.*

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the chart headings. Focus on the list of areas that people change their life plans about. As a class, brainstorm topics for the category *Other* and write them on the board. (For example: *buying a car / house, taking a trip*)
- Read the man's statement. Point out that he is talking about his career and that he answers all three questions in the chart.
- Have Ss work individually to complete the chart.
- In pairs, have Ss compare the notes in their charts and talk about their experiences. Encourage Ss to ask follow-up questions about each other's life plans.
- Have a few volunteers share information about what they heard from their partner with the class.

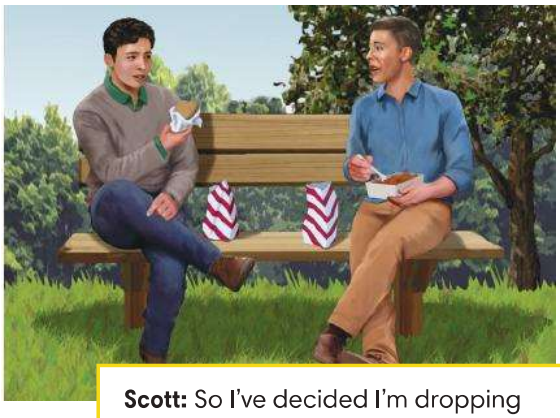
CHALLENGE (+10 minutes) Write this quotation on the board:
"In the end, we only regret the chances we didn't take, the relationships we were afraid to have, and the decisions we waited too long to make."
Say, *This is a quote from an English author named Lewis Carroll. What does he mean? Do you agree with him?* Have Ss discuss the quote in pairs and have some volunteers share their ideas. For example: *He means that we should always try things because we only regret the things we don't do. I agree with him because if you don't try something, you'll never know what would have happened.*

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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.

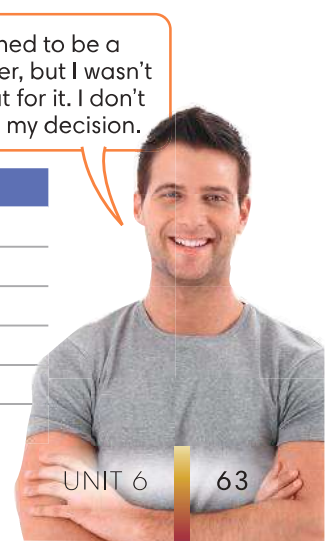
1 What does Scott mean when he says he's been "mulling it over" for a while?
2 What does James mean when he says that lawyers "make a good living"?
3 What does Scott mean when he says he realized that he "wasn't cut out for" a career in law?
4 What does James mean when he asks if Scott has "broken the 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"? *See page T63 for answers.*

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? *See page T63 for answers.*

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 *spend less money*.
2 She's going to *limit her screen time / start spending . . .*.
3 He's going to *start spending more time with his family*.
4 He's going to *stop smoking*.
5 She's going to *get more sleep*.

COACH **C** 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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LESSON 1 Express resolutions for creating a better life

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Elicit the meaning of *resolution.* (an intention we have for the future)
- Have Ss look at the pictures and read the sentences.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to the **Others** box and read it. Elicit additional resolutions and write them on the board.
- Ask, *Have you ever made any resolutions similar to these?* Point to each picture and ask Ss to raise their hands if they have made the resolution.

LANGUAGE AND CULTURE

- In many cultures it's traditional to make resolutions at the beginning or end of a year. The tradition dates back to the ancient Babylonians who are said to have been the first people to make New Year's resolutions, some 4,000 years ago.
- Since resolutions express a future intention, they usually use *be going to* and not *will*. *Will* is more commonly used for predictions.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the pictures and captions in Exercise A as they listen and decide which resolution corresponds to each conversation.
- Play the audio and have Ss work individually to complete the exercise. Replay the audio if appropriate.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

C GRAMMAR

Suggested time: 12 minutes | Your time:

- Have Ss read the first rule in the grammar chart. Ask, *Do we use* was *and* were going to *to talk about plans that were successful or not successful?* (plans that were not successful)
- Have Ss read the *was / were going to* examples. To check comprehension, point to the first example and ask, *What plans did this person have?* (to stop smoking) *Did he or she stop smoking?* (no)
- To clarify the structure, write on the board: *was / were going to + base form of the verb.*
- To provide practice, have Ss work in small groups and say one thing they wanted to do, but didn't. Ask them to give a reason why they didn't. Encourage Ss to ask each other follow-up questions using the future in the past. For example:

  Student A: We were going to go on vacation, but my sister broke her leg.

  Student B: Where were you going to go?
- Have Ss read the second rule and the examples. Ask, *When do we use* would *followed by a base form?* (to talk about plans and intentions that changed)
- Direct Ss' attention to the **Be careful!** box. Ask, *Which verbs can come before* would *in a noun clause?* (thought, believed, felt, was / were sure, guessed, imagined)
- Have Ss read the note at the end of the chart. Write on the board:

  1. *She thought he was going to the party.*
  2. *They imagined they were going to be late.*

  Have Ss rewrite these sentences using *would* + base form. (1. She thought he would go to the party. 2. They imagined they would be late.)

TEACHING TIP If appropriate, point out to Ss that, among its other uses, *would* is the past form of *will*. Remind them that *will* shifts back to *would* in indirect speech: *She said, "I will be there."* → *She said she would be there.*

GRAMMAR EXPANDER (optional, page T135)

D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and repeat the examples in the chart. Monitor to make sure they pronounce *was* as /wəz/ and *going to* as /gʌnə/.
- Point out that although *would* is not contracted in formal writing, in spoken language it often sounds like *'d*.

OPTION In pairs, have Ss take turns saying the sentences.

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E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Form pairs. Have Ss discuss what they think is happening in each photo.
- Remind Ss to use *was going to* for sentences in the first- and third-person singular, and *were going to* for any other sentences.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers with the class.

F GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Remind Ss that for the first verb in parentheses, *think*, they need to use the simple past form. For the second verb, *be*, they need to use *would* + base form.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers with the class.

OPTION (+5 minutes) Have Ss look back at the people in the pictures in Exercise A on page 64. Point at the first picture and say, *She said she was going to stop smoking. How can we say that another way?* (She said she would stop smoking.) In pairs, have Ss take turns saying what each person's intention or plan was, using indirect speech.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Start a new topic of conversation by starting a question with *So, . . . ?*
- Encourage someone to persevere with *I wish you luck.*
- Express empathy that someone didn't reach a goal with *I'm sorry.*

- To preview, have Ss describe the scene in the photo.
- Have Ss read and listen to the conversation. To check understanding, ask:
  What's the woman's resolution? (to run every morning)
  What was the man's resolution last year? (the same)
  Was he successful? (no)
- Have Ss underline examples of *was / were going to* and *would* in the conversation.
- Call Ss' attention to the **Social language** box and Speaker B's last turn. Ask, *What other expressions can we use to mean* don't give up*?* (Don't lose heart, Keep trying). Have Ss repeat the expressions after you.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Make sure they use an encouraging tone of voice.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (vocabulary for changing plans on page 63, the resolutions vocabulary and the grammar chart on page 64, and Exercises A and B on this page)
- Remind Ss that if they don't make New Year's resolutions, they can say *recently* or some other phrase in the first line of the conversation.
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using phrases for talking about resolutions that were successful or unsuccessful
- ✓ using *was / were going to* and *would* to talk about past resolutions

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write a resolution they didn't keep on a sheet of paper and the reason why. For example, *I was going to give up chocolate, but then someone gave me a chocolate bar!* After Ss write their names on their papers, have them exchange papers with a partner. Have them respond to their partner's resolution with encouraging words. For example: *Don't lose heart!* Read the resolutions to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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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.

was going to marry

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.

were going to be world-class

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.

thought I was going to study medicine and be

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. *thought he would be*
2 My daughter (believe / study) law, but unfortunately, she didn't do well on the entrance exam. *believed she would study*
3 Charles (be sure / divorce) Talia, but his family talked him out of it. *was sure he would divorce*
4 They (imagine / get married), but they changed their mind. *imagined they would get married*

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



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 have chosen* ..... (might / should) choose the wrong career.

2 We ..... *should not have bought* ..... (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 ..... *would have liked* ..... (could / would) like him a lot.

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

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

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

7 Duh! We ..... *could have eaten* ..... (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."

Answers will vary. Possible answers include:
2. He may not have really loved her.
3. They might not have wanted to spend a lot of money on it.
4. I couldn't have driven because I don't have a car.
5. She may have forgotten to set her alarm clock.

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LESSON 2 Examine past actions

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first two sentences of the chart. While they read, write on the board:

PERFECT MODAL	=	MODAL	+	have	+	PAST PARTICIPLE
		should				
		may / might				*been*
		could		*have*		*gone*
		would				*called*
		must				

  Say, *A perfect modal is a modal followed by* have *and a past participle.*
- Have Ss read the first rule and examples. Then read the woman's statement. Ask, *Which way did she turn?* (right) *Which was the correct way to turn?* (left) *If she could change the past, which way would she turn?* (left)
- Have Ss read the second rule and examples. To clarify, write on the board: *I can't find my key. I may have left it at home.* Ask, *Is it possible that I left the key at home?* (yes) Be sure Ss understand that *may* and *might* have the same meaning and can be used interchangeably.
- Have Ss read the third rule and examples. To clarify, write on the board: *I was good at science. I could have been a scientist.* Ask, *Am I a scientist now?* (no) *Was it possible in the past?* (yes)
- Have Ss read the fourth rule and examples. To clarify, write on the board: *Why didn't I take the exam? I would have passed.* Ask, *Did I take the exam?* (no) *If I could change my decision in the past and take the exam, am I certain I would pass?* (yes)
- Have Ss read the last rule and examples. To clarify, write on the board: *Susan didn't call back. She must have forgotten.* Ask, *How sure am I that Susan forgot to call back?* (very sure)
- To explain how the negative is formed, say, *We form the negative by adding* not *after the modal.* Point out the negative examples in the chart. Explain that we do not usually use contractions with the negative forms of *might*, *may*, and *must*. For example: *I might not have passed the exam.*

TEACHING TIP It's a good idea to encourage Ss to recognize connections between new grammar points and grammar they have already learned. For perfect modals, you can remind Ss that another way to express regrets in the past is to use *wish* conditionals, which they learned in Unit 4. For example, *I should have gone to the early show = I wish I had gone to the early show.*

GRAMMAR EXPANDER (optional, pages T135–136)

B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio and have Ss listen and repeat.

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss they have to understand the full context of the sentence in order to complete it correctly.
- Do item 1 with the class as an example. Ask, *What is this person studying?* (law) *Is it possible that this person chose the wrong career?* (yes) *So which modal do we use,* might *or* should? (might) *What form do we use for* choose? (the past participle: *chosen*)
- Point out the initials *SUV* in item 2. Elicit its meaning. (a big car that uses a lot of gas)
- Have Ss work individually to complete the sentences and then compare their answers with a partner.
- Go over the answers with the class.

D PAIR WORK

Suggested time: 4 minutes | Your time:

- To model the task, read the fact in item 1 and the example. Elicit other reasons that someone would quit his or her job.
- Have Ss read the other sentences. Point out that they should use the modals in parentheses in their explanations.
- In pairs, have Ss brainstorm possible explanations for each fact. Monitor to make sure Ss are taking turns to speak and using the modals in parentheses.
- Have volunteers share their ideas with the class.

TEACHING TIP Recording speaking tasks can help Ss improve their pronunciation and speaking fluency. Encourage Ss to record themselves on their phones and then play back the recordings to evaluate their own pronunciation, fluency, and use of the target grammar and vocabulary. If Ss are comfortable, you can also use your phone to record volunteers when they do a speaking task. Play the recording for Ss or the class, and elicit feedback. Highlight and review errors that you hear many Ss in the class make.

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E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss listen and read the sentences. Point out the reduced (or weak) form of *have* (/əv/). To check understanding, direct Ss' attention to item 1 and ask, *Is* should have *pronounced as two words or just one word?* (one) Call attention to item 4 and ask, *Is* not have *pronounced as two words or just one word?* (one)

EXTENSION (+10 minutes) In pairs, have Ss take turns reading their explanations with perfect modals from Exercise D on page 66. Monitor to listen for the correct reduction of *have*.

Communication Activator

A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Have Ss read the directions and the sample answer in the chart. Elicit more ideas about what the person could have done instead of not studying psychology and write them on the board. Encourage the use of different perfect modals. For example: *I should have thought about it more carefully. I could have asked a teacher for advice. I might have become a psychologist.*
- Have Ss add three more regrets to the chart. Encourage them to use the **Ideas** list to think about regrets they might have. Tell them the regrets can be real or imaginary.
- Remind Ss to use perfect modals to express how things might have been different as they complete the second column in the chart. Monitor and provide help as needed.

B CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a statement of regret with *I should have . . .*
- Suggest someone isn't to blame with *You couldn't have known that.*
- Say *Maybe so.* to gently acknowledge someone's regret about an action

- Ask Ss to describe what they see in the photo. (a man and a woman in a car)
- Have Ss listen and read the Conversation Model. To check understanding, ask:
  Is the man happy he bought the car? (no) *Why not?* (It is expensive to maintain.) Elicit the meaning of *it costs an arm and a leg.* (It is very expensive.)
  What does the woman think the man should do? (sell the car)
- Have Ss underline statements with past modal verbs in the conversation.
- Have Ss read the **Social language** box. Model the example and have Ss repeat it.

C PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss repeat each line. Make sure Ss are
  - using a reduced form of *shouldn't have* /ʃʊdnəv/, *couldn't have* /kʊdnəv/, and *should have* /ʃʊdəv/.
  - using a reassuring tone of voice for Speaker B.

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar on page 66, the talking points from Exercise A)
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend their conversations.

E CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are
✓ using perfect modals
✓ pronouncing *have* as /əv/ where appropriate
✓ showing empathy
✓ offering advice

CLOSURE ACTIVITY (+5 minutes) Show Ss funny pictures from magazines or the Internet of people in situations they might regret. For example, a person who looks like he or she has just eaten too much food or a person caught in the rain. Have Ss work in pairs to say what the people in the pictures might regret. For example: *He shouldn't have eaten that cake.* Monitor and take notes on areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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COACH

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

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

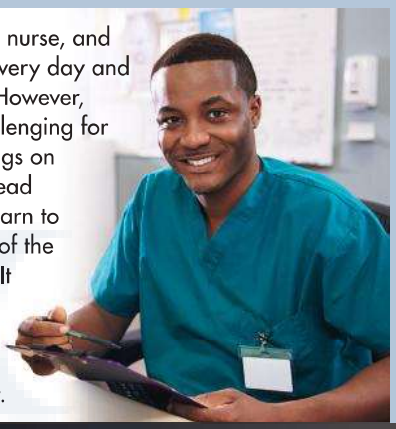
1 AVOID DISTRACTIONS



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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LESSON 3 Discuss factors that promote success

A READING

Suggested time: 15 minutes | Your time:

- Ask Ss to close their books. Tell them they are going to read an article entitled *Five Keys to Success in Almost Everything.* Ask, *What do you think the five keys might be?* In pairs, have Ss discuss the question. Ask each pair to share one idea. Write Ss' ideas on the board.
- Have Ss open their books and skim the text for the numbered heading above each paragraph. Elicit the headings and write them on the board next to Ss' initial guesses about the five keys. Clarify the meaning of *persevere.* (to keep trying and not give up) Then ask Ss to compare the article headings to the list of their guesses to see how accurate their predictions about the content of the article were.
- Have Ss look at the photos and describe each person. Ask, *What do you think this person's job might be?*
- Play the audio and have Ss read the article.
- To check understanding, have Ss work in pairs to answer these questions:
  - *Who had to plan a meeting in a short amount of time?* (Theresa Bowles)
  - *Who decided his or her family was more important than a chance to make more money?* (Peter Choi)
  - *Who changed the way he or she dressed to get noticed at work?* (Ethan Mark)
  - *Who uses a skill at work that he or she first learned as a student?* (Paul Boucher)
  - *Who noticed an important skill in a young person he or she was working with?* (Alix Moore)
- Read the question in the directions. Have Ss work individually to read the article again and make notes to answer the question. Point out there isn't one correct answer.
- In pairs, have Ss discuss their opinions about the most important factor that promotes success.
- Call on volunteers to share their ideas with the class. Ask them to support their choices. For example: *I think the most important thing is to persevere, because if you give up at the beginning, you will never know what you could have achieved.*

EXTENSION (+10 minutes) Have Ss work in groups of four to rank the five keys to success in order of importance. Encourage them to argue their points and come to an agreement. Then assign each group member a number from 1 to 4. Have all the "1" Ss leave their groups and come together in a new group. Do the same with the other numbers so that the class forms four new groups numbered 1, 2, 3, and 4. In these groups, have Ss present their lists and explain why they chose the order they did.

EXTENSION (+10 minutes) Write on the board: *Which job in the article sounds most interesting to you? Why? What skills do you need for each of the jobs?* In pairs, have Ss discuss the questions.

TEACHING TIPS

- When you have Ss read texts that include difficult language, reassure them that they will be able to understand the main idea without understanding all the words. They can also guess the meanings of some new words from the context.
- Before Ss start speaking, make sure they know how to pronounce key vocabulary words they are likely to use, especially when these words appear in the headings. You can point it out as Ss listen to the Reading, or model the pronunciation yourself, for example: *nurture* /ˈnɚtʃ ɚ/, *prioritize* /praɪɔːrətaɪz/, *persevere* /pɚsəˈvɪr/.

LANGUAGE AND CULTURE Teen tours have become popular in recent years. For example, teens can experience outdoor adventures in nature or spend time with communities in different countries to learn about language and culture.

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B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. If appropriate, elicit the meanings of *urgent* (very important) and *your responsibility* (something you have to do). Then have Ss find *all on your shoulders* in the text and ask, *What did the woman have to do?* (plan a sales meeting for seventy-five people) *Did she have any help?* (no) *So, it was all her . . . ?* (responsibility)
- Have Ss work individually to find the remaining expressions and complete the definitions.
- Bring the class together and go over the answers.

CHALLENGE (+5 minutes) Ask Ss to write a sentence about themselves for each expression. Make sure that they change the pronoun *your* to *my* in the first two expressions. For example: *In my family, no one likes to cook except me, so cooking is all on my shoulders.*

C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 10 minutes | Your time:

- Have Ss close their books. Write the five terms to be defined on the board.
- In pairs, have Ss write a definition for each term on separate sheets of paper. Ss can write their definitions in any form that makes sense to them. For example: *If you maintain balance, you pay attention to all the important things in your life, not just to one thing, such as work.*
- As Ss are writing their definitions, tape up five cards around the room with each of the five terms written on them. When Ss finish, have them come and stick their definitions under the corresponding term.
- Have Ss walk around the room and read the definitions. Draw Ss' attention to 1–2 of the best ones.

D SUMMARIZE

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes make notes on the important facts in each story on page 68. When Ss finish, have them close their books.
- In pairs, have Ss take turns summarizing each story. Remind them to look at their notes for support, but not the text. (See Teaching Tip below.)
- Monitor as Ss talk and listen for good examples. Ask 1–2 of these Ss to share their summaries with the class.

TEACHING TIP Ss should always close their books before summarizing something they have read. It is very difficult for Ss to summarize something when they have the exact words in front of them. When Ss do this, they often just read most of the text instead of choosing the most important points and putting them into their own words.

Communication Activator

A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Have Ss read the directions and the sample answer. Tell Ss they can also talk about other people if they prefer. Remind them to write about three or more keys to success mentioned in the Reading.
- Tell Ss they can write about something else that made them successful next to *Another thing I did.*
- Have Ss work individually. Encourage them to include both information about what they did and why they were successful.
- Have them compare responses with a partner.

B DISCUSSION

Suggested time: 12 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Have Ss read the directions and the woman's statement.
- Direct Ss' attention to the **Optional** box and give them time to look back at the Reading on page 68 for new words or phrases to use in their discussion.
- In groups, have Ss discuss the experiences they wrote in Exercise A. Encourage them to provide additional details and ask their classmates follow-up questions.
- Make sure all Ss have time to talk about their experiences.

LOOK FOR While Ss are doing Exercise B, monitor their discussion to determine if they are

✓ referring to some of the five keys to success
✓ giving specific examples
✓ showing interest in what their classmates say and asking questions

CLOSURE ACTIVITY (+5 minutes) Write on the board one interesting example that you heard Ss discuss in Exercise B. On a sheet of paper, have Ss write a short summary of something interesting that they learned about a classmate's use of keys to success during the discussion. Collect the papers to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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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 . . .

See below for possible answers.

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

Possible answers for Exercise C
1. *to concentrate and focus on something without getting interrupted.*
2. *to put things in order of importance.*
3. *to continue working toward something despite challenges.*
4. *to have time spent on work and leisure (for example) be about the same, without too much focus on one over the other.*
5. *to look good, attractive, professional.*

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4 COMMUNICATION GOAL Prepare for a job interview

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

skill 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
f	2 Carlo Angelini	b	creativity
h	3 José Alves	~~c~~	flexibility
g	4 Mia Kim	d	leadership
e	5 Bonnie Kells	e	listening
b	6 Katherine Cummings	f	problem solving
a	7 Tom Mayor	g	willingness to learn
d	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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LESSON 4 Prepare for a job interview

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen and read the words and definitions. Then have them listen and repeat the words.
- To check comprehension, write these statements on the board and have Ss fill in the blanks with the vocabulary words:
  1. *He has done this kind of job before, so he has ___.*
  2. *She types fast and is familiar with our software. She has the ___ we need for this position.*
  3. *She has many ___. For example, she sings just as well as her mom does.*
  4. *When I started the job, I didn't know how to do it, but the company gave me ___ and now I can do it very well.*

  (1. experience, 2. skills, 3. talents, 4. training)

OPTION (+5 minutes) Write these questions on the board:
Which job skill(s) do you have?
Do you or anyone else in your family have a talent? What is it?
Do you have experience in working as part of a team?
What was the most useful training you have done?
In pairs, have Ss discuss the questions using the new vocabulary.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- To help Ss give correct examples, point out the prepositions that usually follow the words. If appropriate, write on the board:
  have skills in / to be skilled at
  have a talent for / to be talented at
  have experience with / in
  have training in
- Elicit example sentences that use these phrases and add them to the board. For example: *I'm skilled at managing people. I have a talent for singing. I have experience in working in restaurants. I have training in customer service.*
- Have Ss work in pairs to explain the differences between the words. Encourage them to take notes and to contribute examples from their own lives.

C LISTEN TO INFER

Suggested time: 8 minutes | Your time:

- Ask, *What is a job fair?* (an event where employees and people looking for a job can meet) Have Ss compare the interview shown in the photo with a standard job interview.
- Have Ss listen to the first interview and go over the sample answer. Ask Ss to identify the information that supports the answer. (She is considering teaching adults instead of children. This means she can change easily and has flexibility.)
- Tell Ss to listen for the words the speakers use to describe their strengths and take notes. Explain that they may not hear the exact words that are in the answer choices. They will have to listen for synonyms or other forms of the words, as they did in item 1.
- Play the rest of the audio. Pause after each interview to give Ss time to write the correct letter.
- In pairs, have Ss compare answers. Then replay all the interviews to let Ss check their answers.
- Go over the answers as a class. Invite Ss to share what they heard in the interviews to make them choose the correct answers. If possible, print out copies of the audio script on pages 171–172 for Ss and have them identify specific words that helped them do this. Replay sections of the interviews if appropriate.
- Tell Ss that these "strengths" have been identified as highly desirable "soft skills" for employability and for success in a job or career.

LANGUAGE AND CULTURE

- A *job fair* is an event where employers can meet with potential employees. Usually employers speak to potential employees for just a couple of minutes and collect résumés so they can decide later which people they would like to contact for further interviews.
- *U.K.* stands for the United Kingdom (of Great Britain and Northern Ireland).

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Review the difference between a *talent* and a *skill* by asking, *Which one is an ability you learn?* (skill) *Which one is something you are usually born with?* (talent)
- Read the example conversation. Point out that it's not necessary to agree with your partner.
- Have pairs complete the task. Monitor, encouraging Ss to give reasons for their opinions.
- To go over the answers, have volunteers express their opinions.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss tell each other their strengths and give examples. For example: *I'm very good at listening. I think it's because I don't like talking very much! My friends always come to me with their problems.*
- Invite volunteers to share with the class one strength their partner has.

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Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss skim the skills inventory. Ask, *What is a skills inventory?* (a list of skills) *What is it used for?* (to prepare you for a job or school interview) *What kind of information can you use to complete the inventory?* (your background, your qualifications, and your experience)
- Next, have Ss decide what kind of opportunity they are interested in applying for.
- Draw Ss' attention to the last section about experience, skills, talents, and training. Point out that here they should include only examples that are relevant to the job or school they have chosen to apply for. For example, if they are applying for a management position in a company, then a talent for soccer may not be a relevant piece of information.
- As Ss work individually to complete the inventory, monitor and assist as needed.

B PAIR WORK

Suggested time: 8 minutes | Your time:

- In pairs, have Ss choose one role play from the list. If Ss are young and not yet thinking about looking for a job, suggest they choose the interview for career advice.
- Read the examples. Ask, *Who would say these things?* (the interviewer)
- Go over the language in the **Recycle This Language** box. Ask, *Who would say these things?* (the interviewee)
- Model the activity with a higher-level S. Read one of the examples and have the S give you an appropriate reply from the **Recycle This Language** box.
- Have lower-level Ss write their conversations down before role-playing them. Higher-level Ss can make notes to plan their conversations, but encourage them not to look at their notes while they are role-playing.
- Encourage Ss to use their imagination as well as the language from this unit. Remind them to include relevant information from their skills inventory in Exercise A.

C GROUP WORK

Suggested time: 4 minutes | Your time:

- To model the activity, read the man's statement.
- Have pairs from Exercise B join another pair to form groups of four.
- Have Ss share what they learned about their partners. If their partners already have a job or are enrolled in a school or college, ask them to explain why their partners think they have or don't have the right job / are or aren't enrolled in the right school or college.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are

- ✓ using language related to qualifications and skills
- ✓ using language to talk about strengths and weaknesses
- ✓ giving a professional impression

WRITING

Suggested time: 10 minutes | Your time:

- Have Ss read the directions, choose a topic from the list, and make notes about it.
- In pairs, have Ss compare their notes and help each other think of more ideas.
- Have Ss work individually to write their profiles. Monitor and assist as needed.
- Have Ss exchange profiles with a partner and offer each other feedback. Encourage them to look for correct use of the vocabulary from the lesson as well as grammar from the unit, such as regrets with perfect modals.
- Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, page T149)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

EXTENSION (+5 minutes) If Ss are willing, have them cross their names out on their profiles and display the profiles around the room. Have the class walk around and guess which profile belongs to which S. At the end, have each S stand next to his or her profile so everyone can see which ones they guessed correctly.

CLOSURE ACTIVITY (+5 minutes) Have Ss line up by the door. As each S leaves, ask them an interview question using some of the vocabulary from the lesson. For example, ask, *Do you have any special skills*? Ss must respond to be able to leave the class. If Ss don't object, record the mini-interviews so that you can listen to them later to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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

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.



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



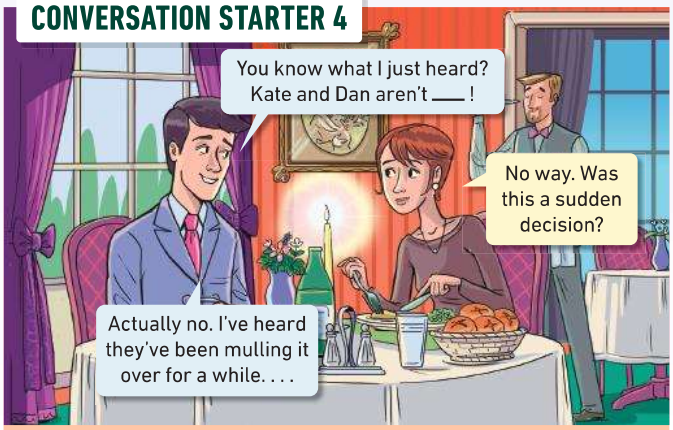
*should have / couldn't have / must not have / I wish he had

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

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Interactive Cool Down

THE "SHOULDA, COULDA, WOULDA, MUSTA, MIGHTA" GAME

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask, *Why do you think the modal verbs are written like this?* (These are spoken forms. We can't usually write modals like this. It is OK, however, to use these forms as a game name.) If necessary, remind Ss of the pronunciation of modal verbs with *have.*
- Have Ss read the directions. Direct their attention to the example script. Say, *This script is based on the conversation and prompts in Conversation Starter 1.* Have Ss look at the picture in Conversation Starter 1. Ask, *What do you think is the relationship between these two women?* (They're friends or colleagues.) *Where are they?* (in an office) Then read the womens' conversation. Say, *These statements are in the example script. Your job is to write the rest of the script.* Point out the list of perfect modals below the picture. Say, *Use these modals in your script.* Point out how the modals are shaded in yellow in the example script.
- Elicit from the class what language they will need to play this game. If appropriate, refer them to information on perfect modals (page 66). Point out that their conversations should be informal and the people involved in them are making small talk.
- Form pairs. Have partners choose one of the conversation starters. Tell them they have 10 minutes to write their conversation. Encourage higher-level Ss to make notes rather than writing out the whole conversation. Remind them they need to use each of the perfect modals at the bottom of the conversation they have chosen.
- As Ss are working, monitor, checking that each pair has chosen a situation and knows what to do. Then continue to monitor and assist as needed. Warn Ss when they have 2 minutes left.
- Have each pair present their conversation to the class. Ask the Ss listening to tick off the perfect modals they use in their conversation. Check that each pair has used them all.

OPTION Have Ss vote on the best or funniest conversations. Encourage them to give reasons for their opinions.

EXTENSION (+5 minutes) Have Ss play the game again, but this time with a different partner and without preparation. Student A starts the conversation, choosing whichever situation he or she likes, and Student B continues. Monitor and listen for funny conversations to share with the class. You can also listen for errors with the perfect modals and highlight them on the board for Ss to correct at the end of the activity.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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