

# Unit 4 Opportunities



Children playing at an entertainment center

## FEATURES

### 46 Will a robot take your job?

The future of work

### 48 What's next?

We hear from people facing life-changing decisions.

### 50 A better life?

One reporter's view of the economic boom in China

### 54 Everest tourism changed Sherpa lives

A video about the people who live near Mount Everest


1 Work in pairs. Look at the photo and the caption. What do you think the children are doing?

2 Did you want to do any of these jobs when you were a child?

ballet dancer	movie star	firefighter	soccer player
pilot	police officer	rock star	scientist
train engineer	vet		

3 Work in pairs. Look at the words that can describe jobs. Are they positive or negative? Which words can describe the jobs in Exercise 2?

underpaid	boring	challenging	dangerous
dirty	enjoyable	exciting	responsible
stressful	well-paid		

4  27 Work in pairs. Listen to three people talking about their childhood ambitions. Answer the questions for each person.

- 1 Which job did they want to do when they were young?
- 2 Which job do they do now or do they plan to do?
- 3 How do they describe the jobs?

5 Work in pairs. Ask and answer the questions in Exercise 4 about your own ambitions.

# 4a Will a robot take your job?

## Word focus *job* and *work*

- Look at the sentences. How do we use *job* and *work*?
  - A lot of **jobs** are kind of boring, but my **job** has lots of variety.
  - I've **worked** as a firefighter for ten years—it can be hard **work**.
- Complete the sentences with the correct form of *job* or *work*.
  - Where do you \_\_\_\_\_?
  - Do you have an interesting \_\_\_\_\_?
  - Is your company good to \_\_\_\_\_ for?
  - My sister \_\_\_\_\_ in the same company as me.
  - A: Is your brother around?  
B: No, he's at \_\_\_\_\_.
- Work in pairs. Take turns asking and answering questions 1–3 from Exercise 2. If you don't have a job, imagine you are someone you know.

## Reading

- Work in pairs. Look at the jobs. Do you think a robot could do these jobs? Why or why not?

electrician	engineer	clerical worker	nurse
taxi driver	teacher	telemarketer	

- Read the article and check your ideas from Exercise 4.
- Read the article again and say:
  - which jobs are already done by robots.
  - what the Oxford University study looked at.
  - one job that is at risk, and one that is not.
- Work in pairs. Find predictions in the article about these jobs. Do the predictions surprise you? Why or why not?
  - factory work
  - engineers
  - taxi drivers

**▶ 28** How likely is it that you'll lose your job to a robot? According to Toby Walsh, a professor of Artificial Intelligence, it's hard to think of a job that a computer won't be able to do. There are already some factories where all the work is done by robots, and there will certainly be more in the future. But what about teachers, engineers, and electricians? A team at Oxford University studied 350 different professions and suggested that 35 percent of UK jobs might go to robots in the next 20 years. In particular, work that is repetitive<sup>1</sup> or involves handling small objects will be at risk of automation.<sup>2</sup> On the other hand, jobs that involve helping other people or having original ideas will probably always need people. So journalists, nurses, engineers, and teachers won't be at risk, but clerical workers and telemarketers may not be so lucky. The Oxford study gives the probability for each of the 350 jobs. Electricians (65 percent) are more at risk than taxi drivers (57 percent). One global taxi company says driverless taxis will be on every street corner eventually. However, a spokesperson for London taxi drivers isn't convinced. "It won't happen. Driverless cars will never be able to work on roads at the same time as normal vehicles."

<sup>1</sup>**repetitive** (adj) /rɪˈpetətɪv/ repeating the same thing in the same way many times  
<sup>2</sup>**automation** (n) /ɔːtəˈmeɪʃən/ the use of machines to do tasks automatically

## Grammar predictions

### ▶ PREDICTIONS WITH WILL, MAY, and MIGHT

	will	
	won't	
	will certainly / definitely	
Robots	certainly / definitely won't	do these jobs.
	may (not), might (not)	
	will probably	
	probably won't	

For more information and practice, see page 162.

- Look at the grammar box. Underline the future forms (verb + base form) in the article.
- Work in pairs. Look at the sentences you have underlined in the article. Which two predictions does the writer think are much less certain than the others?
- Circle the appropriate words to complete the information about household robots.



The robots are coming, according to robot manufacturers. They say that in five or ten years, we <sup>1</sup>will / won't all have robots in our homes. Very soon, robots that can cook and fold clothes <sup>2</sup>might not / will be available. In the future, there <sup>3</sup>may / won't even be robots to babysit our children. Or they <sup>4</sup>may not / might look after our elderly parents, and we <sup>5</sup>will / won't be able to watch them from a computer from wherever we are. One thing is certain: We <sup>6</sup>might not / won't be able to live without the help of robots in several aspects of our lives.

- Cross out the option that is not logical to complete the sentences.
  - Hyundai is building a new factory. They *may* / *will* / ~~*won't*~~ need more workers.
  - Ravi isn't very good at his job. He *might* / *might not* / ~~*won't*~~ get a promotion.
  - I'm bored with my job. I think I *may* / *might not* / *will* look for a new one.
  - The office changes are not important. They *might not* / *will* / ~~*won't*~~ affect our work.
  - Don't worry about your exam! You *may* / *might* / ~~*won't*~~ do better than you expect.
- Write predictions. Use a form from the grammar box and the words below. Then compare your predictions with your partner. Do you agree?
  - My English exam results / (probably / definitely) / good / ...  
*My English exam results will probably be good because I've worked hard.*
  - Finding a good job / (certainly / probably) / easy / ...
  - People's salaries / (definitely / might) / go down / ...
  - Unemployment / (definitely / probably) / get better / ...
  - Environmental problems / (definitely / may) / get worse / ...
  - The amount of free time we have / (certainly / might) / go up / ...

## Speaking **myLife**

- Work in groups. How likely are you to do the following in the next two years? Give reasons. Use future forms from the grammar box in your conversations. Add ideas of your own.
  - buy a motorcycle
  - get a degree
  - get a cat
  - get married
  - look for a job
  - make new friends
  - move to a new house
  - travel to a foreign country

A: *Are you likely to buy a motorcycle in the next two years?*  
 B: *Actually, I might buy one this summer. I'd love to take a big road trip across Europe.*

WILL A **ROBOT** TAKE YOUR JOB?



# 4b What's next?



## Vocabulary education

1 Work in pairs. Look at the expressions in the box and tell your partner what you have done or what you think you will do.

- apply to college
- become an apprentice
- take a (training) course
- get a degree
- get good / poor grades
- go to college
- graduate
- retake an exam

A: *When I left school, I applied to college. Then I ...*

B: *I got good grades, so I think I'll graduate with a good degree. Then I'll ...*

### WORDBUILDING prefix re-

Adding *re-* to the start of a verb means "to do something again."  
*retake, reapply, redo, retrain, reread, rewrite*

For more practice, see Workbook page 35.

2 Work in pairs. Ask and answer the questions. Ask follow-up questions.

- 1 Have you ever had to retake an exam?
- 2 How many times have you reread your favorite book?
- 3 Do you know anyone who has retrained for a different job?

## Listening

3 Have you made any important decisions recently? Work in pairs. Tell your partner about one of your decisions.

*I've decided to change jobs. I don't want to work in an office any more.*

4 Work in pairs. Look at the women in the photos. Discuss where you think they are from and what they do.

5 ▶ 29 Listen to an excerpt from a radio program celebrating International Women's Day. Circle the correct option to complete the sentences.

- 1 Devi is *working / studying*.
- 2 Devi wants to be *a boss / a nurse*.
- 3 Elisabeth *has / doesn't have* a job.
- 4 Elisabeth intends to *leave her job / retire*.
- 5 Sahera has just *started / graduated from* university.
- 6 Sahera plans to *stay in / leave* Kabul.

6 ▶ 29 Listen to the excerpt again and correct the factual mistakes.

- 1 Devi isn't going to stay at home forever.
- 2 Devi is taking an exam tomorrow.
- 3 Elisabeth is going to join a new company.
- 4 Elisabeth is meeting her new boss on Wednesday.
- 5 Sahera's friend is going to work in the United States.
- 6 Sahera's friend is leaving Kabul next month.

7 Which of the three women is most certain about her plans? Who doesn't know yet?

## Grammar future forms

8 Look at the sentences in bold in the Track 29 audioscript on page 182. Find the following.

- 1 something that is scheduled on a calendar
- 2 something Devi decides to do as she is speaking
- 3 something Devi has arranged to do
- 4 something Devi has already planned to do

9 Read what Elisabeth and Sahera say in the audioscript. Underline at least six other sentences about future plans.

### FUTURE FORMS

- 1 **present continuous:** *I'm taking the exam next month.*
- 2 **will:** *Just a minute, I'll get you some.*
- 3 **going to:** *I'm going to start my own business.*
- 4 **simple present:** *The semester starts in January.*

For more information and practice, see page 162.

10 Look at the grammar box. Match the future forms (1–4) with the uses (a–d).

- a a plan or intention decided before the moment of speaking \_\_\_\_
- b a decision made at the moment of speaking \_\_\_\_
- c an event that follows a regular schedule \_\_\_\_
- d a fixed arrangement to do something at a specified (or understood) time in the future \_\_\_\_

11 Circle the correct option.

I finished school last month. <sup>1</sup> *I'm going to take / I take* the summer off, but in September <sup>2</sup> *I'll start / I'm starting* as an apprentice in a garage. <sup>3</sup> *I take / I'm taking* a night class as well. That <sup>4</sup> *starts / is going to start* on October 9th. I'm lucky—some of my friends don't know what <sup>5</sup> *they're going to do / they do*. <sup>6</sup> *We'll meet / We're meeting* next week for the first time since our exams. Actually, I think <sup>7</sup> *I'll send / I'm sending* them a message about that right now.

12 Complete the responses with the most appropriate future form. Then work in pairs. Compare and discuss your answers.

- 1 A: Do you have any plans for when you finish college?  
B: Yes, I \_\_\_\_\_ (take) a year off.
- 2 A: I can't decide what to do.  
B: It's OK. I \_\_\_\_\_ (help) you.
- 3 A: Is it true that Samira is leaving?  
B: Yeah, she \_\_\_\_\_ (get) married next month.
- 4 A: Did you enroll for evening classes?  
B: Yes, \_\_\_\_\_ (go) to my first class tonight.

## Speaking myLife

13 Draw a calendar for the next four weeks. Write in these things.

plans you have made (shopping trips, etc.)  
arrangements (hair appointments, etc.)  
things you are still unsure about (weekend activities, etc.)

NOVEMBER		
2-8	9-15	16-22
6th-7th Weekend away?	10th - dentist 3 p.m.	

14 Work in pairs. You need to meet several times for a project for your English class. Find dates when you can get together.

- A: *What are you up to next week? Maybe we can get together early in the week.*  
B: *OK. But I'm going to the dentist on Monday, so how about Tuesday?*

# 4c A better life?

## Reading

1 How can these things improve your opportunities in life? Make notes and then compare with your partner.

- the place you go to school
- the place you live
- the career you choose
- your family

2 Read the article quickly. Which paragraph(s) (1–4) talk(s) about these topics?

- a training and education \_\_\_\_\_
- b the movement of people \_\_\_\_\_
- c the development of new towns \_\_\_\_\_

3 Read the first two paragraphs of the article. Put these things in the order in which they appear in a new town in China.

- \_\_\_ a street stalls
- \_\_\_ b cell phone companies
- \_\_\_ c clothing stores
- \_\_\_ d construction workers
- \_\_\_ e entrepreneurs
- \_\_\_ f stores
- \_\_\_ g women

4 Read the rest of the article. Are the sentences true (T) or false (F)?

- |   |   |   |
|---|---|---|
| 1 According to the writer, the early development of new towns is always different.  | T | F |
| 2 The majority of Chinese people live in rural areas.                               | T | F |
| 3 About ten million people a year move to the cities.                               | T | F |
| 4 Education and training are high priorities for many workers in new factory towns. | T | F |
| 5 It's difficult to find training courses in factory towns.                         | T | F |

5 Work in pairs. Do you think that the people in the new towns have a better life than they did in their villages? Why or why not?

## Critical thinking the author's view

6 Authors can show things in a positive, negative, or neutral way. Read these excerpts from the article and say which one expresses a positive view and which two are neutral. Which words help you decide?

- 1 When the town starts to grow, the cell phone companies arrive.
- 2 The human energy in these new towns is amazing: the brave entrepreneurs, the quick-moving builders, the young workers a long way from home.
- 3 Another young man I met is learning Arabic and is going to work as a translator for Middle Eastern buyers.

7 Work in pairs. Find other sentences in the article in which the author shows his view. What is his view?

8 Work as a class. How do the changes described in the article compare to a place or country you are familiar with?

## Vocabulary pay and conditions

9 Work in pairs. Read the sentences. Think of one job to match each description.

- 1 In this job, people work **long hours**. *H*
- 2 Employees get four weeks' **paid vacation** a year. \_\_\_\_\_
- 3 Workers get regular **pay raises**. \_\_\_\_\_
- 4 The **salary** is excellent. \_\_\_\_\_
- 5 Employees can choose to work **flexible hours**. \_\_\_\_\_
- 6 There are lots of opportunities for **promotion**. \_\_\_\_\_
- 7 Staff members often have to work **overtime**. \_\_\_\_\_
- 8 There is a generous **pension plan**. \_\_\_\_\_

10 Put the words in bold in Exercise 9 into three groups: *money* (M), *hours* (H), and *benefits* (B). Then add these words to the groups.

- |                                     |                   |
|-------------------------------------|-------------------|
| clocking in and out <i>H</i>        | bonuses _____     |
| discounts on company products _____ | company car _____ |
| free language classes _____         | part-time _____   |
| health insurance _____              | wages _____       |

## Speaking **myLife**

11 Work in pairs. What four things in Exercises 9 and 10 does the perfect job have? Put them in order, 1 to 4. Then compare with another pair.



Zhujiang New Town in Guangzhou, China

▶ 30

We spoke to Peter Hessler about his experience of the fast-changing life in China.

## How does a new factory town begin?

1 The beginning of a new Chinese factory town is always the same: In the beginning there are many construction workers. They are men who have come from country villages, and they are quickly joined by entrepreneurs.<sup>1</sup> These businessmen sell meat, fruit, and vegetables from street stalls. Later, the first real stores appear. The same businessmen may start to sell construction materials.

## What comes next?

2 When the town starts to grow, the cell phone companies arrive. They sell prepaid phonecards to the workers so that they can call the families they left behind. When the factories built by the men from the villages start production, you begin to see women. After the arrival of the women, clothing stores and shoe stores appear. And eventually, you see public services, like buses.

## What does it feel like to be there?

3 The human energy in these new towns is amazing: the brave entrepreneurs, the quick-moving builders, the young workers a long way from home. These new opportunities have created an extremely motivated

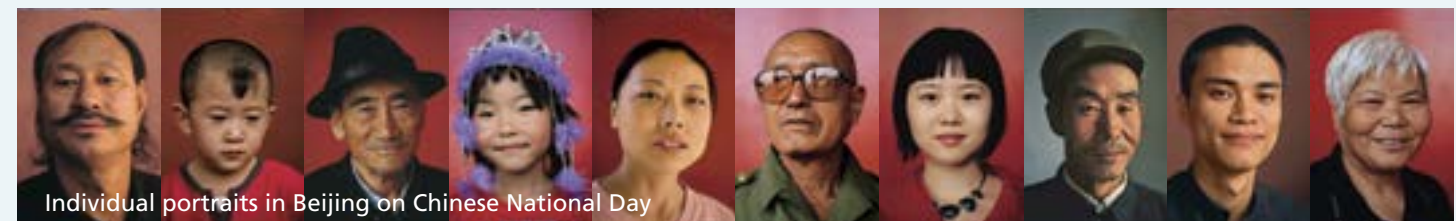
population. There are 1.3 billion people in China, and 72 per cent of them are between the ages of 16 and 64. A majority now live in towns rather than villages. Every year about ten million people move to the cities. Social scientists predict that by 2020 the urban population will be 60 per cent.

## What kind of life do people want?

4 Most people in China have seen their standard of living go up in recent years. Chinese schools have been very successful, and the literacy rate<sup>2</sup> is over 90 percent. So the next step is to develop higher education, because many people are looking for better training or education. There's a huge number of private courses in a Chinese factory town: English classes, typing classes, technical classes. One young man I know couldn't read or write when he left his village. He now works in a factory and spends a quarter of his wages on training. Another young man I met is learning Arabic and is going to work as a translator for Middle Eastern buyers. The new factory towns of China have grown in order to make products for the rest of the world. And now, the workers want to be able to have these products for themselves.

<sup>1</sup>entrepreneur (n) /ˌɒntrəprənaɪər/ someone who starts new companies

<sup>2</sup>literacy rate (n) /'lɪtərəsi reɪt/ the number of people who can read and write



Individual portraits in Beijing on Chinese National Day

# 4d Would you mind ...?

## Vocabulary job requirements

### Assistant Researcher

### NaturalHistoryNet TV

Full-time position. Initial 12-month contract.

#### You will be responsible for

- assisting the Research Coordinator on a variety of film projects.
- managing film production materials.
- dealing with queries related to current and past projects.

#### You will have

- a degree in a relevant subject.
- 1-2 years' experience in film production.
- excellent database and research skills.

#### You will be

- organized and independent.
- able to meet strict deadlines.
- good at working under pressure.

Send resume and cover letter to:

Anila.Jones@NHNTV.com

Closing date June 15th

1 Read the job ad and find the following:

- 1 duties
- 2 deadline for applications
- 3 skills and qualifications required
- 4 personal qualities required

2 Work in pairs. Choose three jobs you know something about. What are the most important requirements of those jobs? Compare your ideas.

## Real life making and responding to requests

3 **▶ 31** Work in pairs. Listen to two friends, Rudi and Mark, discussing the position in the ad. Answer the questions.

- 1 Does Mark meet all the requirements?
- 2 Is his resume ready?
- 3 What will he need for the interview?

4 **▶ 31** Look at the expressions for making and responding to requests. Listen again and circle the expressions Rudi and Mark use.

### ▶ REQUESTS

#### Making requests

- Is it all right if I **list you as a reference**?
- Would it be OK to **borrow your suit**?
- Is it OK to **take your car**?
- Would it be all right if I **used your phone**?

- Would you mind **checking my application form**?
- Do you mind **helping me with my resume**?

- Could you **give me a ride to the interview**?
- Can you **take a look at my cover letter**?
- Will you **be able to do it today**?

#### Responding to requests

- Of course (not).
- I'm not sure about that.
- Yes, I will.
- Sure, no problem.

5 Would you like to get a job like the one in the ad? Why or why not?

## 6 Pronunciation weak and strong auxiliary verbs

a **▶ 32** Listen and repeat the exchange. Notice how the auxiliary verb *will* is not stressed in the full question and is stressed in the response.

- A: Will you be able to do it today?  
B: Yes, I will.

b **▶ 33** Match the questions (1-5) with the responses (a-e). Then listen and check. Work in pairs. Practice the exchanges.

- 1 Are you going to apply for the job? \_\_\_\_
- 2 Will he help you with your resume? \_\_\_\_
- 3 Are they still advertising that job? \_\_\_\_
- 4 Does she meet our requirements? \_\_\_\_
- 5 Will it be an all-day interview? \_\_\_\_

- a I don't think she does.
- b I think it might.
- c No, they aren't.
- d Of course he will.
- e Yes, I think I will.

7 Work in pairs. You are going to act out short conversations in different situations. Turn to page 155.

# 4e I'm enclosing my resume

## Writing a cover letter

1 Work in pairs. Which do you think is the most common way to apply for a job? Tell your partner.

- a resume
- a letter
- a personal contact
- a phone call
- an application form

2 Read the cover letter in reply to the ad on page 52. Match the information (a-i) with the parts of the letter. What information (if any) can you leave out if you send the letter as an email?

- a a reference to your resume
- b the date
- c the name and address of the person you are writing to
- d the reason for your letter
- e your address
- f your phone number
- g your qualifications
- h your relevant experience
- i your skills

3 Compare the letter to the style you use in your country. Answer the questions.

- 1 Is the layout different? How?
- 2 Does it include the same information?
- 3 Is the information in the main part of the letter sequenced in the same way?

## 4 Writing skill formal style

a A formal letter in English uses these features. Underline examples of each one in the letter.

- 1 concise sentences
- 2 formal phrases to begin sentences
- 3 no contractions
- 4 standard phrases to open and close the letter

b Rewrite the sentences in a more formal style.

- 1 I'll finish my degree soon.
- 2 Give me a call.
- 3 I saw your ad in the newspaper, and I thought it looked really interesting.
- 4 I've sent you my resume as well.
- 5 I'll be free beginning in August.
- 6 Thanks a lot.

9125 West 6th St., Coral Springs, Ohio 68776 \_\_\_\_

(227) 752-4446 \_\_\_\_

July 7, 2017 \_\_\_\_

Angela Jones, NHN TV

8334 Bruce St. \_\_\_\_

Brownsville

Rhode Island 42935

Dear Ms. Jones,

I am writing in reply to your advertisement in the *Daily Herald* for the position of Assistant Researcher. \_\_\_\_

I will graduate with a degree in Digital Media this month from Cleveland University. I have experience \_\_\_\_

in film production and post-production as I have worked part-time at my university television station \_\_\_\_

for the last year.

I consider myself to be hard-working and organized in my work. As part of my job with the university television station, I was responsible for planning schedules and program archiving. \_\_\_\_

I am available for an interview at any time and available to start work at the beginning of August. I am willing to relocate if necessary.

I am enclosing my resume, which gives full details of my qualifications, work experience, and skills as well as my contact information. \_\_\_\_

Thank you very much. I look forward to hearing from you.

Yours sincerely,



Mark Nolan

5 Write a cover letter to go with an application for a job you would like. Follow the layout and style of the letter from Mark.

6 Exchange letters with your partner. Use these questions to check your partner's letter.

- Is it clear how to contact this person?
- Is the style appropriate?
- Does the person sound like a good candidate?

# 4f Everest tourism changed Sherpa lives

Without Sherpas, it is impossible for people to climb Mount Everest.



## Before you watch

- 1 Look at the photo and read the caption. Where do Sherpa people live? What is the area famous for?
- 2 Work in pairs. Do you think Everest tourism is a good thing or a bad thing for Sherpas? Give your reasons.

## 3 Key vocabulary

- a Read the sentences. The words in bold are used in the video. Guess the meaning of the words.
- 1 Some people work two jobs to increase their **income**.
  - 2 My **lifestyle** is very different from that of my parents' generation.
  - 3 One percent of the world's population owns more than half of the world's **wealth**.
  - 4 There are **substantial** differences between my first job and my current job—it was a big shock at first.
  - 5 I'm training to go on the next international **expedition** across Antarctica.
  - 6 We live in an **agrarian** society, and mainly keep sheep and cows.
- b Match the words in bold in Exercise 3a with these definitions.
- a based on farming \_\_\_\_\_
  - b an organized exploration or journey \_\_\_\_\_
  - c the money that you earn from a job \_\_\_\_\_
  - d the way a person lives, the typical things he or she does or owns \_\_\_\_\_
  - e large and important (quantity) \_\_\_\_\_
  - f the money a person has \_\_\_\_\_

## While you watch

- 4  4.1, 4.2 Watch the video. Check your ideas from Exercise 2.
- 5  4.1 Watch Part 1 of the video again. Circle the correct option to complete the sentences.
  - 1 The Sherpa are one of *thirty* / *seventy* ethnic groups within Nepal.
  - 2 The name "Sherpa" means "Easterner" / "Mountain People."
  - 3 The Sherpa culture fundamentally changed in *1953* / *1960* when Tenzing Norgay and Sir Edmund Hillary climbed Everest.
  - 4 Their lifestyle became much more *agrarian* / *modern*.

- 6  4.2 Work in pairs. Look at the list of things Sherpas have gained and lost. Circle G or L. Then watch Part 2 of the video again and check your answers.

1 education	G	L
2 healthcare	G	L
3 clothing	G	L
4 wealth	G	L
5 a simple life	G	L
6 happiness	G	L

## After you watch

- 7 What can you remember? Try to answer the questions. Then compare with the class.
  - 1 Who gave Karma Tsering his watch?
  - 2 What was the only thing Kancha Sherpa worried about?
  - 3 What did Max Lowe say people are losing?

## 8 Vocabulary in context

- a  4.3 Watch the clips from the video. Choose the correct meaning of the words and phrases.
- b Answer the questions in your own words. Then work in pairs and compare your answers.
- 1 Can you remember a time something happened to you just by chance?
  - 2 Do you think some people in your country take things for granted? What kind of things?
  - 3 If life feels rushed, what can you do to feel more relaxed?
  - 4 Where do new people usually settle in your country?
  - 5 Can you name any communities that have had little contact with the outside world?
- 9 Work in pairs. Tourism changed the Sherpa way of life. What are the effects of these things on people's ways of life?

the internet  
the car  
cheaper air travel

**advancement** (n) /əd'vænsmənt/ an improvement in a person's life  
**ethnic group** (n) /eθnik 'gru:p/ a group of people belonging to the same culture  
**healthcare** (n) /'helθkeə/ medical services  
**idyllic** (adj) /i'dɪlɪk/ peaceful and calm  
**self-gain** (n) /self'geɪn/ getting more money or things for yourself

# UNIT 4 REVIEW AND MEMORY BOOSTER

## Grammar



- 1 Complete each comment from student chefs with one or two words or a contraction.
- "I'm sure nobody \_\_\_\_\_ be able to eat this!"
  - "I'm \_\_\_\_\_ to change jobs soon."
  - "This \_\_\_\_\_ definitely impress the customers."
  - "I'm going \_\_\_\_\_ be the best chef in the country one day."
  - "My parents \_\_\_\_\_ be so proud of me."
  - "This may \_\_\_\_\_ turn out as I expected."
  - "My friends \_\_\_\_\_ believe me when I tell them about my day."
  - "I'm \_\_\_\_\_ get take out for dinner tonight."

2 >> MB Work in pairs. Find two plans and two predictions in Exercise 1. Explain the use of the verbs in each comment.

3 >> MB Work in pairs. Ask your partner about plans he or she has for when your English course ends.

I CAN	
make predictions about future events (predictions with <i>will</i> )	<input type="checkbox"/>
show different degrees of certainty about predictions ( <i>may, might, could</i> )	<input type="checkbox"/>
ask and answer questions about future plans and arrangements ( <i>going to, present continuous</i> )	<input type="checkbox"/>

## Vocabulary

4 Match the verbs (1–5) with the nouns (a–e) to make expressions about education.

- |            |                       |                       |                   |
|------------|-----------------------|-----------------------|-------------------|
| 1 apply    | <input type="radio"/> | <input type="radio"/> | a an apprentice   |
| 2 become   | <input type="radio"/> | <input type="radio"/> | b an exam         |
| 3 get      | <input type="radio"/> | <input type="radio"/> | c from university |
| 4 graduate | <input type="radio"/> | <input type="radio"/> | d good grades     |
| 5 retake   | <input type="radio"/> | <input type="radio"/> | e to college      |

5 >> MB Work in pairs. For each of these jobs, discuss the qualities and qualifications you need, and the pay and conditions. Then say which job would be best for your partner and give reasons.



I CAN	
talk about stages in education and job training	<input type="checkbox"/>
describe different jobs, job requirements, and conditions	<input type="checkbox"/>

## Real life

6 Work in pairs. Match the beginnings of the sentences (1–3) with the endings (a–c). Then act out a conversation that includes the requests and appropriate replies.

- Could you \_\_\_\_\_
  - Is it all right if I \_\_\_\_\_
  - Would you mind \_\_\_\_\_
- borrow your phone?
  - help me with this application?
  - lending me some money?

7 >> MB With your partner, act out similar conversations for two of these situations.

- a problem at work
- an important exam ahead
- a meeting with a new boss
- your first day at college

I CAN	
make and respond to requests	<input type="checkbox"/>