

IN THIS UNIT

- ➤ Consider your future path
- ►Talk about a goal you reached
- ► Look for reasons behind results
- ► Discover your perfect job

SKILLS

LISTENING
Listen for attitude

SPEAKING
Ask follow-up
questions

GRAMMAR
Present perfect

CRITICAL THINKING
Use your imagination

CONNECT TO THE TOPIC

- **1.** Would you like to have a job like the person in the photo?
- **2.** Do you know anyone who has a job they love?

PREPARE TO WATCH

		How many word st with a partne	•	v for jobs? Make a	list.Then
		RY Listen to the words. 17.1		plete the sentence	es with the
and	cient (adj)	apply (v)	dream (n)	experience (n)	reach (v)
app	olication (n)	complete (v)	expect (v)	goal (n)	step (n)
1.	Young child	ren often have a(ı	າ)	of becoming a	teacher,
	athlete, or c	·	grow up. What	did you hope to be	come when
2.		best way to find for a job ir	•	ends and family for	help, or to
3.	, ,	eople to that level one	·	level in a company.	Do you think
4.		Do you have any?	•	n assignment can k	keep you
5.	Most people	e hate to	forms	. Do you hate to fill	out forms, too
6.	_	e person can eir lifetime. Do yo		o change careers fiv lot?	ve to seven
7.	Do you kno	w what	you ne	eed to take to beco	me a doctor?
8.	·	job them. Do you th		by a person. Now or bad?	a computer
9.		ogist tries to und ould you like this		past	t by studying
10.			,	b. However, the on	, ,

C Listen to two s	short conversations.	Check () the guestions v	ou hear answered.	7.2
	siloit colly ci satiolis.	CHECK IV	I life questions y	/Ou lical allowcicu.	7.7

Conversation 1:
a. □ Do you prefer to work on a project or stay at home?
b. \square Do you prefer to work alone or on a team?
c. □ Do you prefer talking to one person or talking to a team?
Conversation 2:
a. \square Would you prefer to be an archaeologist?
b. \square Would you prefer to be an astronaut?
c. \square Would you prefer to be an architect?
SPEAKING SKILL Ask follow-up questions

When you ask a question and get an answer, don't let the conversation stop. Ask a follow-up question. A follow-up question is another question about the answer to the first

follow-up question. A follow-up question is another question about the answer to the first question. Follow-up questions make the conversation more interesting and help you get more information.

A: Did you apply for the job?

B: No.

A: Why not?

D Listen to the conversations in activity C again. Write the follow-up question used in each conversation. ■ 7.2

O	1	
Conversation	Ι.	
O O I I V O I O G CI O I I		

A: When you're working on a project, do you prefer to work alone or on a team?

B: Oh, on a team, definitely.

A: Really?

B: I hate working alone. I get bored. I like to talk to other people.

Conversation 2:

A: But would you prefer a different job? Would you prefer to be an architect, for example?

B: Hmm . . . No, I don't think so.

A: _____

B: I'm not very good at drawing.

REFLECT Consider your future path.

You are going to watch a video about someone who found her path or direction. Think about your own path. With a partner, choose three questions from activity B. Take turns asking and answering the questions. Remember to ask follow-up questions.

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WATCH & SPEAK

FOLLOW YOUR OWN PATH



- A PREDICT Look at the photo and read the caption. Discuss the questions with a partner.
 - ▶ What kind of person becomes an archaeologist?
 - ▶ What skills do you need to be good at this job?

B MAIN IDEAS Watch the video. Then choose the correct answers. ▶ 7.1

- 1. When did Nora decide to become an archaeologist?
 - a. When she was nine years old
 - b. When she went to London to study
 - c. When she went back to Egypt
- 2. Why did Nora study a lot?
 - a. Because she wanted to study in London
 - b. Because she wanted to be an archaeologist
 - c. Because she wanted to go back to her home country
- 3. Why did Nora go back to Egypt?
 - a. To apply for grants and internships
 - b. To get married and have children
 - c. To study Egyptian archaeology
- 4. Which application was successful?
 - a. The first one
 - b. The last one
 - c. None of them
- C PHRASES TO KNOW Work with a partner. Discuss the meaning of these phrases from the video. Then take turns answering the questions.
 - 1. When she returned to Egypt, how did Nora **move forward**?
 - 2. How many of Nora's applications were **turned down**?
 - 3. Why did Nora **keep trying** to reach her goal?

D DETAILS Watch the video again. Check (✓) the things that Nora says. ▶ 7.11

- 1. ☐ Egyptology is the study of ancient Egypt.
- 2. \square She studied to be an archaeologist in two different countries.
- 3.

 Some people told her that she should get married and have children.
- 4.

 □ Each application took two weeks to complete.
- 5. \square She expected the final application to be successful.
- 6. \square She thinks that if you follow your dream, it will be easy.

E	Vith a partner write three words or phrases to describe Nora. Then share your ideas with the lass. Explain the reasons you chose them.
F	isten to a person talk about reaching his goal. Complete the sentences with one, two, or threeords.
	. A: What is Ron's job?
	B: He's a wildlife photographer. He takes pictures of animals
	A: When did he realize he wanted this job? B: At an when he got a camera for his birthday.
	A: What was his first step to reach this goal?B: He a lot. He took his camera with him everywhere.
	A: What was his next step? B: He went to college and studied
	A: What problem did he have? B: When he left college, it was impossible
	A: How did he move forward toward his goal? B: He worked part-time in and took photographs in his free time.



LISTENING SKILL Listen for attitude

Speakers often use exaggeration to show their attitude about something. Exaggeration is when you describe something as much bigger than it really is. For example, Ron says:

It was a long and painful couple of years.

In reality, those couple of years were not longer than normal years. They also didn't really hurt. Ron is exaggerating. When you hear someone exaggerate, you often get an idea of their attitude. We can tell that Ron hated those years.

G APPLY Work with a partner. Listen again and answer the questions. 17.3

- 1. What is Ron's attitude toward the camera he got for his birthday?
 - a. Positive
 - b. Neutral
 - c. Negative
- 2. What is Ron's attitude toward his college studies?
 - a. Positive
 - b. Neutral
 - c. Negative
- 3. What is Ron's attitude toward life right after college?
 - a. Positive
 - b. Neutral
 - c. Negative

H APPLY Circle the words that Ron uses to show exaggeration.

- 1. I've still got the camera, but it's ancient now.
- 2. I took my camera with me everywhere.
- 3. I took millions of photos.
- 4. It was impossible to get work.

REFLECT Talk about a goal you reached.

Work with a partner. Think of a goal you reached in your school or work life. Take turns asking and answering the questions. Ask follow-up questions if possible.

What was your goal? When did you realize that you wanted to reach it? What steps did you take to reach it? What problems did you have? How did you solve the problems? How did you feel when you reached your goal?

PREPARE TO LISTEN

interest (n)

contact (n)

A VOCABULARY Listen to the words. Complete the sentences with the correct form of the words. 17.4

opportunity (n)

salary (n) unemployed (adi)

	intact (II)	interest (ii)	opportunity (11)	Salai y (11)	andmployed (adj)
in	doors (adv)	match (v)	respect (n)	skill (n)	uniform (n)
1.	If you are in a		example, a house c	or an office—	you are
2.	Things that y	ou want to lear	n about are your		
3.	A(n)	is spe	ecial clothes that y	ou have to w	ear for work.
4.	When you do	on't have a job,	you are	·	
5.	The fixed, reg	gular money yo	u earn from a job is	s your	·
6.	You feel are a good pe		or someone when	they are good	d at their job, or the
7.	If your work .		what you love to	o do, you are	happy.
8.	The chance to	o do something	that you want to d	do is a(n)	
9.	The people th	nat you know w	ho can help you ar	e your	·
10.	The things th	at you can do v	vell are your		

- **B PERSONALIZE** Choose the words that are true for you. Then compare your answers with a partner.
 - 1. I would prefer a job where I work **indoors /** outside.
 - 2. It's very / not very important to me to have a good salary.
 - 3. It's important / not important to me that my job **matches** my **interests**.
 - 4. As a child, I wanted / didn't want a job with a uniform.
 - 5. In my life, I have had / haven't had a lot of **opportunities** to learn new things.
 - 6. I think I have / don't have the right **skills** to be a teacher.
 - 7. It's harder to find a new job when you are working / unemployed.
 - 8. I think / don't think it's important to get **respect** from my boss.
 - 9. I have / don't have a lot of **contacts** in the world of business.
 - 10. Working on a computer **matches / doesn't match** my personality.

- C Work with a partner. Look at the infographic. Decide where you think these ideas should go on the infographic. Then listen and check your answers.
 - a. the people we work with show us respect
 - b. we are happy with our salary
 - c. we feel we are learning a lot



CRITICAL THINKING Use your imagination

Knowledge is important, but so is imagination. Imagination helps us to connect ideas and think of new possibilities. When you read or hear the results of research or a survey, try to imagine possible reasons for the results.

REFLECT Look for reasons behind results.

You are going to hear an interview about finding the right job. Look at the information in activity C. With a partner discuss possible reasons for these results. For example, why does learning new things make us happy at work? Why is respect more important than money?

- **A:** Why is learning at work so important?
- B: Maybe it's because people hate being bored.
- A: Maybe. Or it might be because . . .

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LISTEN & SPEAK

HOW TO FIND THE RIGHT JOB

- A Listen to an interview with a job coach (someone who helps you find a job) and take notes. Remember to write key words and add more detail later. 17.6
- **B** MAIN IDEAS Work with a partner and compare your notes. Then complete the three steps to find the right job.

Step 1: Make three Step 2: Do some Step 3: Find

C DETAILS Listen to the interview again. Choose a word or phrase to complete the summary. 17.6

does that job experience help interests must-haves online skills

Step 1:

- In list 1, write your ______.
 In list 2, write your ______.
- 3. In list 3, write your _____.

Look for jobs that match the words on your list.

Step 2:

- 4. Do some _____ research.
- 5. Talk to someone who _____

COMMUNICATION TIP

Use these phrases to ask for clarification when:

- you don't understand.
 - What do you mean?
- you want examples.
 - What sort of things?
- you want to know how to do something.

How do you do that?

Step 3:

- 6. Write to companies and ask for their _____
- Read the Communication Tip. Then listen and complete the conversations. ☐ 7.7

1

Tamara: Your must-haves?

Mahmoud: Yes, the things that you must have in a job.

Tamara:

Mahmoud: For example, do you want to work indoors or outside?

2.

Mahmoud: The third step is to find opportunities.

Tamara: Find opportunities?

3.

Mahmoud: I mean don't wait for the right job to arrive. Go out and find it.

Tamara:

Mahmoud: Write to some companies and ask for their help.

What do you think of Mahmoud's advice? Does he have good ideas? Will his ideas work for you? Discuss with a partner.



UNIT TASK

Discover your perfect job.

You are going to interview a partner and help him or her find the perfect job. Your partner will do the same for you. Use the ideas, vocabulary, and skills from the unit.

F MODEL Listen to one student interview another student. Complete the lists. 17.8

INTERESTS	
1	
2	

	SKILLS
1	
2	

	MUST-HAVES	
1.		
2.		
۷.		
7		

G Compare your answers in activity F with a partner. Then listen again and check your answers. What job do you think the interviewer will suggest? 17.8

GRAMMAR Present perfect

We use the present perfect to talk about past experiences when the exact past time is not important or not known.

I've been to Rome. (the time is not important or not known)

He's already taken that course.

With a definite time in the past, we use the simple past.

I went to Rome last year.

To form the present perfect, use *has/have* + (*not*) + past participle.

Has and have are often shortened to 's and 've.

We often use *ever* in questions and *never* in the negative.

Have you ever used that skill in a job?

No. I've never had the chance.

H GRAMMAR Listen to excerpts from the conversation in activity F. Complete the sentences with two, three, or four words. 17.9

. A: to E	gypt?	
B: No Thaven't but	to Rome I	there when I was 18

	2.	A:	with chil	dren before?		
		B: Yes,	I		$_{-}$ in a summer camp a fe	w years ago.
	3.	A:	a job tha	t was inside?		
		B: Yes, I have. I		a job in an	office when I was 19.	
I	G	RAMMAR Com	iplete the conversa	tions with the	present perfect of the v	erbs. Use
	СО	ntractions when po	ssible. Then ask and	d answer the o	questions with a partner	:
	1.	A: Which countries	y	ou	to? (be)	
		B:	to most countries	s in South Ame	erica. (be)	
	2.	A:	_ you ever	a sur	nmer job or a part-time jo	b? (have)
		B : No, I		never _	any kind	d of job. (have)
	3.	A: What skills	you		_ in this course? (learn)	
		B:	how to think mor	e critically. (lea	rn)	
				,		
	PRO	ONUNCIATION	Connected spee	ch 67.10		
					begins with a vowel sound	the final
					t sounds like the consonan	
	word		3 3			S
	-	That's a good idea. →	That' s a goo d i dea.			
	Whe	en a word ends with a	a consonant sound a	and the next wo	ord begins with the same	sound, we
		nect them. We say th	·		_	
	1	A uniform makes get	ting ready easy. → A	unifor m m ake	s getting ready easy.	
J			N Listen and noti	ce how the so	unds are connected. The	en listen again
	an	nd repeat. 67.11				
	1.	That's not a bad ide	a.			
	2.	That question need	s an answer.			
	3.	My teacher really lil	kes students to spea	ık in class.		
	4.	I think I have correct	et information.			
K					es.Then work with a par	tner to mark the
	lin	iking sounds. Listen	again and repeat.	7.12		
	1.					-
	2.					-
	3.					
	4.					=

MUST-HAVES	SKILLS	INTERESTS
1	1	i
2	2	2
	2	2

M Report back to the class on your interview. Listen to other students and complete the chart. Do you agree with the job suggestion for each person? What job would you recommend?

Person's name		
Interests		
Skills		
Must-haves		
Perfect job		



REFLECT

A	A Check (✓) the Reflect activities you can do and the academic skills you can use.						
	☐ consider your future	path 🗆 listen for		attitude			
	☐ talk about a goal you	reached	\square ask follow-up	questions			
	\square look for reasons beh	ind results	□ present perfect				
	☐ discover your perfect	t job	☐ use your imag	\square use your imagination			
В	Check (/) the vocabul	nit that you know. Circ	ele words vou still				
B Check (✓) the vocabulary words from the unit that you know. Circle words need to practice. Add any other words that you learned.							
	NOUN	VERB	ADJECTIVE	ADVERB & OTHER			
	application	apply	ancient	indoors			
	contact	complete	unemployed				
	dream	expect					
	experience	match					
	goal	reach					
	interest						
	opportunity						
	respect						
	salary						
	skill						
	step						
	uniform						
C Reflect on the ideas in the unit as you answer the questions.							
		•	•				
	1. What have you learned about finding your perfect job?						
	2. What ideas and skills in this unit will be most useful to you in the future?						