Give It a Shot!
1 Work in pairs. Look at the photos on page 7 and discuss the questions.
What occupations are the objects related to? What abilities do you need to do the
activities? Can you do any of them? If so, how well? What other things can you do?

2 Listen to the conversation and discuss the questions.
Where is the conversation taking place? Who are the people and what is their
relationship? What topic are they discussing? Are they using a formal, informal or
neutral tone of voice? What is the general atmosphere during the conversation?

3 Listen and check off the factors that are mentioned. Then underline
the one you consider most important.

What factors are needed
to master a skill?

- relatives with the same skills
- natural ability
- good instructors
- money to perfect the skill
- motivation
- time to practice

4 Circle True (T) or False (F) for each statement. Correct the false ones.
Then listen again to check.

1. Caroline Wise owns a training company. T F
2. For her, natural ability is the main factor in mastering a skill. T F
3. Coaches and teachers are useless in helping people master a skill. T F
4. Malcolm Gladwell is a well-known musician. T F
5. It takes elite performers around 10,000 hours to master their skills. T F
6. Novak Djokovic started playing tennis when he was three. T F
7. He won his first junior tennis title when he was 14. T F
8. The Beatles made lots of money performing in Hamburg in 1960. T F
9. Continuous and intensive rehearsals proved unnecessary for them. T F
10. The Beatles played a total of 1,200 concerts in their career. T F
5 Work in pairs. Follow the instructions.
• Look at the sentences and circle simple past (SP) or past continuous (PC).
• Discuss how they are similar and different.

1 In elementary school, he was taking daily tennis lessons.
   SP  PC

2 At age 13, he moved to Germany to train at a tennis academy for four years.
   SP  PC

3 He won his first junior title when he was 14.
   SP  PC

4 He was practicing so much.
   SP  PC

5 In 1960, they were an unknown high school band.
   SP  PC

6 They were playing eight hours a night, seven days a week.
   SP  PC

6 Work in pairs. Follow the instructions.
• Identify the people in the pictures and what they do for a living. What challenges do people in their professions face?
• Go to page 133 and choose one story to read about.
• Explain who your character is and how that person managed to succeed.
1 Examine the list of skills. Then discuss the ones you have to learn and the ones you don’t. Justify your responses.

<table>
<thead>
<tr>
<th>creativity</th>
<th>communicating clearly</th>
<th>computer knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>dancing ability</td>
<td>problem solving</td>
<td>foreign language skills</td>
</tr>
<tr>
<td>understanding chemistry</td>
<td>teamwork</td>
<td></td>
</tr>
</tbody>
</table>

2 Use the photo and words to predict the podcast’s topic. Then listen to check.

3 Listen to the conversation again to complete the chart.

1. Three examples of hard skills

2. Three examples of soft skills

3. Main reason why internship programs are important

4. Reasons why Anita’s work experience was useful

5. Definition of employability skills

4 Work in groups. Make a list of your “hard” and “soft” skills. Then compare with your classmates.
It’s in You

5 Listen to the conversation and check off the correct information.
1. Context: a. a classroom  
   b. a party
2. Number of speakers: a. 3  
   b. 4
3. Topics discussed: a. weather  
   b. music
4. Tone of voice: a. formal  
   b. informal
5. Relationship: a. old friends  
   b. new acquaintances

6 Work in pairs. Read the text and discuss the questions.
Do you easily engage in casual conversations when you meet new people? Would food, politics, vacations, pets or income be good options for small talk where you live? Why? Why not? What other advice would you give someone interested in becoming more comfortable in these situations?

Learning to Be an Effective Speaker

An important skill to develop is communication. Have you ever wondered what to say the moment you are introduced to someone? Small talk, or the conversation that usually breaks the ice between two strangers, is a powerful tool. It will not only help you create a bond with a person, but it will also help you in your work environment. Talking to people and maintaining solid professional relationships is a key in jobs nowadays.

Here’s a list of tips to follow. Try putting them into practice whenever you can:

1. Greet people politely and watch the way you address others. Use a neutral tone of voice and never use extremely colloquial expressions.

2. Listen to names and use them when you address people in a conversation. “So, where do you work, Yolanda?”

3. Be aware of your body language. Don’t cross your arms since it sends a message of defensiveness. Never text while talking to someone. It’s completely disrespectful.

4. Show genuine interest in what the person has to say. Ask questions to encourage further conversation.

5. Discuss things that aren’t personal. No-no’s include politics, sex, religion, age and marital status. Talk about lighter topics, instead, like the weather, sports or food.
1 📚 Work in pairs. Follow the instructions.
• Look at the two series of pictures and discuss what you see.
• Create two stories using the pictures as cues.
• Listen to the conversations. How similar or different were your ideas?

2 📚 Listen and read the text. Then practice the vowel sounds.

Pronunciation Tip
English can have different sounds compared to your language. Practice them and don’t be afraid to make mistakes. Just be patient.

Vowel Sounds
Some vowel sounds are more challenging to remember how to pronounce than others. These tips will help you improve.

/i:/ seat /i:/ For this sound, make a big smile—stretching your lips. Make a very tense sound “ee.” A common spelling of this sound is in words with “-ea-” like meat, cheap, heat.

/ɪ:/ sit /ɪ:/ Starting from the smiling position for /i:/, relax your lips a little and pronounce a relaxed “ee.” A common spelling for this sound is words where the only vowel is “i” like hit, trip, list.

/æ:/ sad /æ:/ Open your mouth and place your tongue behind your bottom teeth. Make an “ah” sound. It should sound as though you feel disgusted. A common spelling for this sound is words where the only vowel is “a” like hat, cap, mat.

/a/: lunch /æ/: Close your mouth a little and relax your tongue and muscles. Make a sound like you are relaxing after a tiring day, “uh.” This sound is called a schwa—the most common vowel sound in English. You’ll often find it in words where the only vowel is “u” like run, tub, bun.
Vowel Sounds

3 Work in pairs. Label the highlighted words using the code. Then listen and check.

a. /i/  b. /i:/  c. /æ/  d. /ɔ/  

Conversation 1
A: Hi, Mark. Take a seat. So, have you thought about what you want to do when you leave school?
B: Yes, Mrs. Schmidt. I’ve given it a lot of thought and I have decided I want to be a paramedic. I’m interested in a job where I can help people and last month I took a first aid course that I loved.
A: That’s a great choice, Mark. Now to be a paramedic you need to be at least 18 and have your high school diploma. You also need a clean legal record.
B: This won’t be a problem, Ma’am.
A: One thing you should consider, however, is the profile. To be a paramedic, you need to be compassionate, be a good listener and have good interpersonal and communication skills. You must also be in shape and strong since you have to do a lot of lifting, bending and kneeling. Speaking another language helps as well.
B: Well, I speak Spanish, un poquito at least.

Conversation 2
A: Come on in, Sofia. What’s wrong with Bella? She’s usually such a playful cat.
B: I’m not sure, Dr. Speth, but she’s been sick for a few days and isn’t eating much.
A: She looks so sad. Has she vomited at all?
B: A couple of times.
A: Have you noticed anything else unusual?
B: Now that you ask, she just seems to sleep all the time and normally she loves playing with her toys.
A: Well, she does have a temperature, which means she has some kind of infection. I’ll give you a prescription for some antibiotics. In the meantime, just give her plain water and add two drops of this in her bowl.

4 Work in pairs. Read the sentences. Then listen and check off the ones you hear.
1. a. I bit into an orange pill.
   b. I bit into an orange peel.
2. a. Did he jump over the puddle?
   b. Did he jump over the paddle?
3. a. My brother made a fist.
   b. My brother made a feast.
4. a. I had an ugly cat on my head.
   b. I had an ugly cut on my head.

5 Work in pairs. Student one, do Pairwork 1; student two, do Pairwork 8.
1 Work in groups. Check off the skills you are good at or like doing. Compare your responses.

1. [ ] communicating and interacting with other people
2. [ ] having an interest in nature
3. [ ] math or logical thinking activities
4. [ ] painting, drawing or sculpting
5. [ ] playing an instrument; singing or writing songs
6. [ ] dancing or doing physical activities
7. [ ] using technology (computers, programs or apps)
8. [ ] learning other languages

2 Work in pairs. Follow the instructions.

• Look at the photos and predict what the news report is about.
• Write five questions you would like to be answered in the report.
• Listen and say if your questions were answered.

Listening Tip
Thinking of questions before you listen to reports helps focus your attention and understand the topic better.

3 Listen again to complete the notes. Then compare with a partner.

Things to do today: Find a job!

First Option: Example jobs: Schedule: Requirements:

Second Option: Example jobs: Schedule: Requirements:

Third Option: Run own business: I need to and then .

Recommendation: Think and what .
Help Wanted

4 Read the Language Tip. Then match the columns to form collocations.

1. bachelor’s a. trainer
2. flexible b. fit
3. health care c. hours
4. personal d. rate
5. physically e. industry
6. unemployment f. degree

5 Work in pairs. Follow the instructions.
• Read the Speaking Tip.
• Look at audio script 8 on page 123.
• Change the news report into an interview with you as the reporter.
• Include fillers to make the conversation more relaxed.
• Share your conversation and get suggestions to improve it.
• Practice the final version together with your partner.

Language Tip
Collocations are words that normally go together to make a single unit in meaning, like do homework, black and white, give a presentation.

Speaking Tip
Use fillers like wow, right, well, mmm, OK, etc. in conversations to show you are following what people are saying or to give yourself time to organize ideas.
1 **Work in pairs. Follow the instructions.**
   • Think about a typical day in your life.
   • Make a pie chart to show how much time you spend on each activity.
   • Study your chart and respond to the questions. What activities take up most of your time? What activities would you like to spend more time on?

2 **Discuss the questions.**
   What does the chart represent? What is leisure time? What leisure activities do you regularly do? How do you compare to your partner?

### Leisure Time on an Average Day

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxing and thinking</td>
<td>16 min</td>
</tr>
<tr>
<td>Other leisure activities</td>
<td>16 min</td>
</tr>
<tr>
<td>Playing games; using computer for leisure</td>
<td>26 min</td>
</tr>
<tr>
<td>Participating in sports, exercise, recreation</td>
<td>16 min</td>
</tr>
<tr>
<td>Reading</td>
<td>19 min</td>
</tr>
<tr>
<td>Socializing and communicating</td>
<td>39 min</td>
</tr>
<tr>
<td>Watching TV</td>
<td>2.8 hr</td>
</tr>
<tr>
<td>Total leisure and sports time</td>
<td>5.0 hr</td>
</tr>
</tbody>
</table>

**NOTE:** Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2013.

**SOURCE:** Bureau of Labor Statistics, American Time Use Survey

3 **Listen to the interviews and identify the people. Circle Melanie (M), Alex (A), Sarah (S) or Ryan (R).**

1. A football player. M A S R
2. A Cavaliers fan because of family tradition. M A S R
3. Goes to the gym and does aerobic activities. M A S R
4. A strong runner, training for a marathon. M A S R
5. Goes swimming and takes dancing classes. M A S R
6. A Raiders fan. M A S R
7. Occasionally watches baseball on TV. M A S R
8. Doesn’t watch sports on TV because it’s boring. M A S R
Fun and Games

4 Work in pairs. Read the extracts from the track and follow the instructions.

1. In my bag, I’ve got my gym gear.
2. I’m a huge Raiders fan.
3. Never miss a game.
4. I’ll watch baseball once in a while.

• Look at the items in italics in each extract.
• Identify what part of speech they are.
• Pronounce the words.
• Look at audio script 9 on page 123 and use the context to guess their meaning.
• Think of synonyms that could be used to replace them.

5 Work in pairs. Read the dialogue and put it in the correct order (1–11). Then listen and check your answers.

A: Monday and Wednesday nights from 7:00 to 8:30.
B: Uh, yeah. I play tennis and I go to the gym. What about you?
A: I hope you can make it. Great talking to you.
B: Wow! I’d love to learn tae kwon do.
A: Uh, not really. We have a great teacher who helps a lot.
B: Wow! That’s so cool. Is it hard?
A: Hey, do you exercise or do any sports?
B: OK. Let me check my schedule and I’ll let you know.
A: Well, I go running and I do tae kwon do.
B: That sounds awesome. When do you have class?
A: Why don’t you come to a class with me?

6 Follow the instructions.
• Practice the dialogue until you can do it from memory.
• Make some changes to it to make it true for you.

<table>
<thead>
<tr>
<th>Language Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>For physical activities, we use three expressions:</td>
</tr>
<tr>
<td>Go + gerund for sports you can do individually: go swimming, go running, go climbing, go fishing.</td>
</tr>
<tr>
<td>Play + noun for competitive sports: play tennis, play soccer, play squash.</td>
</tr>
<tr>
<td>Do + noun for martial arts and gym activities: do karate, do aerobics, do judo.</td>
</tr>
</tbody>
</table>
1 Work in pairs. Discuss the questions.
Before you graduate from high school, are there any requirements you need to fulfill? Exams? Community service? If so, why are they required?

2 Listen to the talk and correct the information in the statements.
1. Community service is optional at school.
2. Community service needs to be completed after students graduate.
3. The brochure will explain places and times.
4. A group of students refurbished bicycles for a city program.
5. Mrs. Smith’s students helped organize a 5K run.
6. The dance class participants took part in a high school festival.
7. The last group tutored middle school students in science classes.
8. The tutored students didn’t show improvement in the subject.

3 Listen to the text and repeat the sounds.

There are 24 consonant sounds in English. Most of these sounds come in pairs where the same articulation is used. The only difference is the presence or absence of vibration of your vocal cords. Place your hand on your throat as you pronounce /s/. You shouldn’t feel anything on your fingers and you should only hear the sound of a column of air. That’s because this sound is voiceless. Now pronounce /z/. Those are your vocal cords vibrating. They’re vibrating because the sound is voiced. Listen to these consonant sounds and repeat.

<table>
<thead>
<tr>
<th>Voiceless</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/ pear</td>
<td>/b/ bear</td>
</tr>
<tr>
<td>/f/ fan</td>
<td>/v/ van</td>
</tr>
<tr>
<td>/t/ time</td>
<td>/d/ dime</td>
</tr>
<tr>
<td>/s/ Sue</td>
<td>/z/ zoo</td>
</tr>
<tr>
<td>/θ/ thing</td>
<td>/θ/ this</td>
</tr>
<tr>
<td>/ʃ/ she</td>
<td>/ʒ/ pleasure</td>
</tr>
<tr>
<td>/ʃ/ cheap</td>
<td>/ʃ/ jeep</td>
</tr>
<tr>
<td>/k/ came</td>
<td>/ɡ/ game</td>
</tr>
<tr>
<td>/h/ he</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>/m/ me</td>
</tr>
<tr>
<td></td>
<td>/n/ no</td>
</tr>
<tr>
<td></td>
<td>/ŋ/ ring</td>
</tr>
<tr>
<td></td>
<td>/l/ Lee</td>
</tr>
<tr>
<td></td>
<td>/r/ raw</td>
</tr>
<tr>
<td></td>
<td>/w/ we</td>
</tr>
<tr>
<td></td>
<td>/j/ you</td>
</tr>
</tbody>
</table>
Consonant Sounds

4 Work in pairs and follow the instructions.

- Listen to the verbs and pronounce them. Look at the highlighted sound in each. What sound is it? Write voiced (v+) or voiceless (v-) for each one.
  1. push
  2. clean
  3. invent
  4. need

- Listen to the regular past forms of the verbs. How was the –ed pronounced? Write /t/, /d/, /Id/.
  1. pushed
  2. cleaned
  3. invented
  4. needed

- Discuss the questions. When does a verb take a /t/ pronunciation of the –ed? When do you pronounce –ed as /d/? What happens to the pronunciation of –ed when a verb ends in a final /t/ or /d/ sound?

5 Copy the verbs in simple past from audio script 11 on pages 123–124 onto the chart. Then listen and check.

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/Id/</th>
</tr>
</thead>
</table>

6 Work in pairs. Student one, do Pairwork 3; student two, do Pairwork 7.
Improving

1 Work in groups. Think of your three strengths and your three weaknesses. Are they similar to your classmates’?

2 Follow the instructions.
   • Read the comments.
   • Identify the kind of problem each person has.
   • Discuss if you have had similar problems and what you’ve done to solve them.

3 Listen to the conversation and circle the correct answer.
   1. What is the relationship between the speakers?
      a. business partners b. college friends c. coworkers
   2. Which medium are they broadcasting through?
      a. radio b. TV c. podcast
   3. What are they talking about?
      a. anger management b. time management c. personnel management
   4. What is the purpose of the conversation?
      a. to offer help b. to complain c. to show negative effects
   5. What’s Sophia’s intention when she says, “I better get more organized”?
      a. make a joke b. show empathy c. make small talk
   6. “So, people really can’t multitask.” What is Sophia inferring about multitasking?
      a. It’s difficult. b. It’s exclusive. c. It’s a skill.
   7. What is Sophia referring to when she says, “Like early birds versus night owls!”
      a. functioning better at certain times b. looking for food to eat c. making a joke used in her culture
   8. What’s Sophia’s intention when she says, “Quickly, we’ve got 15 seconds.”
      a. to be rude b. to be thankful c. to give a cue

I am usually late for appointments!
I get a lot of e-mails and text messages every day.
I always turn in homework late.
I usually have a lot of things to do.
I don’t get enough sleep.
I’m always rushing around everywhere.
I get stressed out easily.

I'm usually late for appointments!
I get a lot of e-mails and text messages every day.
I always turn in homework late.
I usually have a lot of things to do.
I don’t get enough sleep.
I’m always rushing around everywhere.
I get stressed out easily.
Getting It Done

4 Listen to the conversation again and circle the best option to complete each statement.

1. With e-mails, Sandy says you should…
   a. answer them immediately whenever they arrive.
   b. leave them in your in-box and deal with them later.
   c. file them, answer them or print a copy for reference.

2. Sandy thinks that multitasking is…
   a. possible if you only do two tasks simultaneously.
   b. inefficient since your mind isn’t focused.
   c. something women are better at than men.

3. In Sandy’s view,…
   a. people can work well at any time.
   b. people don’t work well after eating.
   c. people work better at different times.

4. With modern technology, Sandy believes…
   a. we tend to rush things and don’t have time to think.
   b. we can do a lot more work in a short period of time.
   c. we expect everything to move fast and we become impatient.

5 Work in groups. Discuss the questions.
How well do you manage your time? How many of Sandy’s recommendations could help you manage your time better? Which ones wouldn’t work for you? Why? Is good time management more a question of organization or education?

6 Work in pairs. Role-play the following situation.

Student 1: You are worried about your last semester at school. You have three major problems. First, you are not turning in your homework on time. Second, you usually arrive late to classes and (add your own problem: ______________). When you are ready, Student 2 will talk with you.

Student 2: Ask Student 1 “How are you?” Then suggest solutions to the problems at school. Be positive. (Don’t start until Student 1 is ready.)
1 Describe the photos and identify the job that is related to all of them.

2 Read the tasks and check off the ones that are common for the job you identified. Add two more. Then watch the video to check your answers.

1. Answer questions.
2. Check menus.
3. Check relevant documents.
4. Deal with emergencies.
5. Estimate costs.
6. Fly a plane.
7. Lead site visits.
8. Organize transportation.
10. Prescribe medicine.
11. Provide first aid.
12. Research cultural information.
13. Secure visas for group.
14. Speak multiple languages.

3 Watch the video again to fill in the blanks.
1. During high season, I'm ____________ and I don’t have a social life.
2. It ____________ the bills and allows me to live in a cool apartment.
3. Well, vacation packages, ones that include the flight, accommodation, tours and meals, are more popular than ever since they offer a bang for your ____________. Definitely, they’re great deals!
4. You definitely need to stay on your ____________ if you want to be up-to-date in this business because it’s constantly changing.
5. You really have to be a ____________-of-all-trades and know something about everything.
6. I’m sure that helps travelers feel like they are in ____________ hands in case of an emergency.
4 Work in pairs. Use context to match the meanings with the expressions in Activity 3.
1. to be swamped
2. to pay the bills
3. bang for your buck
4. to stay on your toes
5. jack-of-all-trades
6. to be in good hands

   a. ready for anything
   b. provided with care and support
   c. someone familiar with many things
   d. sustaining one’s lifestyle financially
   e. worth the price
   f. extremely busy

5 Discuss the questions. Then watch the video again to confirm responses.
What are the advantages and disadvantages of being a tour director? Why are vacation packages popular? What kinds of travelers would choose the different types of tourism (leisure, cultural, adventure, sports tourism, ecological and medical)? Which of Alex’s activities do you think is most important? What kind of training has she had? Is Alex’s job easy or hard? Why?

6 Value: Respect. Describe what is happening in the photo. Then read the text and discuss the questions.
When is taking pictures considered disrespectful? Are local people justified in trying to stop tourists from taking photos? Why? Why not? Can you think of examples of problems with tourists taking pictures of people or sites in your country? How would you feel and react if a tourist took a picture of you without permission?

Ethical Snapshots
Most tourists like to take photos when they are on vacation. However, do they have the right to take pictures of anything they want, whenever they want? For example, many people think it is disrespectful to take pictures of accident victims, victims of crimes or even local people without permission. In May, a cycling fan took a selfie with a cyclist who had just collapsed during the Giro d’Italia. After being criticized on social media, he apologized. In the Mexican town of Chamula in Chiapas, there are strict rules against taking pictures of the local Mayan inhabitants. Regulations are in place since Mayans believe that being photographed takes a piece of their soul. If tourists, both foreign and domestic, do not respect the rules, their cameras or smartphones could be broken, destroyed or confiscated and they can face hefty fines. In some tourist destinations, local people have gotten so tired of being photographed by tourists that they have put up signs saying, “No Photos.”
Case Study

The skills people learn in school and college often do not equip them for the workplace. For this reason, in 2013, U.S. companies spent $62 billion on training, which will only increase each year. What skills do companies need from employees? Some are quite basic, such as good verbal and written communication skills and the ability to work in teams, which students should get from their formal education. Other skills are unlikely to be taught in the classroom, for example understanding the business environment where many companies operate or investigating and analyzing information to make decisions and solve problems. Linked to this is the skill of taking initiative and being proactive. Since change is part of the modern world, flexibility is a necessary skill that enables people to adapt to evolving situations and environments. Finally, time management—the ability to prioritize tasks, work efficiently and meet deadlines—is another key skill.

Google is a leading technology company with over 30,000 employees and a global presence. Its popular search engine is used over 100 billion times a month and its wide range of products includes: Google Maps, Google Earth, Google Translate, Gmail and Android. This versatility has made the company a successful venture. While Google invests a great deal of time and money on training, they also have an innovative program called “Googler to Googler” where employees from different departments teach their colleagues about different topics. The core curriculum is linked to business-related skills, such as management, orientation and public speaking. Other classes have covered everything from kickboxing to parenting. The results have been quite impressive. For instance, a class called “Creative Skills for Innovation” was used to create a process for design-thinking for the company. About 55% of Google’s official classes are taught by employees who volunteer and share their knowledge and experience. The program also promotes a culture of learning and motivates staff and, overall, the evaluation of teaching by employees has been extremely positive.

1. Review the school schedule and mention the classes you study or studied. Then discuss the questions.
   Did you study any other subjects that were not on the list? Which ones?
   Which subjects do you think are most useful for what you want to do in the future?
   Which subject would you like to study before you graduate?

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>Room</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Spanish</td>
<td>5</td>
<td>Mr. González</td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td>2</td>
<td>Ms. Richards</td>
</tr>
<tr>
<td>3</td>
<td>Biology</td>
<td>7</td>
<td>Mrs. Rogers</td>
</tr>
<tr>
<td>4</td>
<td>P.E.</td>
<td>gym</td>
<td>Mr. Koehler</td>
</tr>
<tr>
<td>5</td>
<td>Lunch</td>
<td>cafeteria</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>English</td>
<td>9</td>
<td>Ms. Goldberg</td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>1</td>
<td>Mrs. Zavaleta</td>
</tr>
<tr>
<td>8</td>
<td>Art</td>
<td>4</td>
<td>Mr. Ford</td>
</tr>
</tbody>
</table>

2. Read the first paragraph of the article and prepare a mind map.

Google Learning

The skills people learn in school and college often do not equip them for the workplace. For this reason, in 2013, U.S. companies spent $62 billion on training, which will only increase each year. What skills do companies need from employees? Some are quite basic, such as good verbal and written communication skills and the ability to work in teams, which students should get from their formal education. Other skills are unlikely to be taught in the classroom, for example understanding the business environment where many companies operate or investigating and analyzing information to make decisions and solve problems. Linked to this is the skill of taking initiative and being proactive. Since change is part of the modern world, flexibility is a necessary skill that enables people to adapt to evolving situations and environments. Finally, time management—the ability to prioritize tasks, work efficiently and meet deadlines—is another key skill.

Google is a leading technology company with over 30,000 employees and a global presence. Its popular search engine is used over 100 billion times a month and its wide range of products includes: Google Maps, Google Earth, Google Translate, Gmail and Android. This versatility has made the company a successful venture. While Google invests a great deal of time and money on training, they also have an innovative program called “Googler to Googler” where employees from different departments teach their colleagues about different topics. The core curriculum is linked to business-related skills, such as management, orientation and public speaking. Other classes have covered everything from kickboxing to parenting. The results have been quite impressive. For instance, a class called “Creative Skills for Innovation” was used to create a process for design-thinking for the company. About 55% of Google’s official classes are taught by employees who volunteer and share their knowledge and experience. The program also promotes a culture of learning and motivates staff and, overall, the evaluation of teaching by employees has been extremely positive.

3 Work in pairs. Take notes for the second paragraph to write a summary.

4 Discuss the questions.
How useful are the subjects you study for your future career? What other things could be taught to help students prepare for the working world? Should everyone be given internship opportunities to gain experience before they graduate? How could the “Googler to Googler” program help you and your school?

5 Work in groups. Follow the instructions.
- Read the ad.
- Each student, get an index card and ten coins.
- Write one activity that is needed to complete the project.
- Spread the index cards on the table.
- Place as many coins as needed to show the priority of a task.
- Discuss the activities that are considered priorities.
- Prepare a short video sharing your team’s priority of activities.

Help us develop a new mascot!

The new mascot should reflect our school’s spirit and tradition.
Requirements? Prepare a poster, promote the new mascot and introduce it to the student community.

Good luck!
1 Look at the picture and discuss the questions.
What can you see in the picture? What message does it convey? What do you think of the message?

2 Work in groups. Determine if you and your classmates would be in favor of the following additions and changes at school.

- extended schedules to cover more subjects
- household activities: sewing, cooking, budgeting
- mandatory internships
- new classes like time management, teamwork, and work ethics
- professionals teaching technical subjects like economics or accounting
- Saturday classes
- studying part-time at school and part-time online at home
- two mandatory foreign language classes
- year-round school
School for Life

3 Work in pairs. Follow the instructions.
   • Classify the phrases under the correct category.
   • Practice pronouncing them.

<table>
<thead>
<tr>
<th>Stating an Idea</th>
<th>Seeing a Different Angle</th>
<th>Interrupting</th>
<th>Summing Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse me, but that’s not quite correct because…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I see what you mean, but I think…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand your point, but…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m sorry to interrupt, but…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a nutshell,…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In my view,…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let me just respond to that, please, by saying…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My position on the following is…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>That’s an interesting argument, but the problem is…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The main point I want to raise is…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To put it in a few words,…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To recap the main points,…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Work in groups. Follow the instructions.
   • Read the situation. Then divide the group into two teams: one team supports the proposal and the other opposes it.
   • Team one: list reasons in favor of the argument.
   • Team two: list reasons against the argument.
   • Get together and discuss your reasons. Use the vocabulary in Activity 3.

The school board is considering adding a series of new classes to the regular curriculum. Consequently, class schedules will be extended by three hours Monday through Friday. The school board will meet with a student committee to review their opinions on the matter.

5 Work in pairs. Make a list of the most convincing arguments in the debate.
Exam Skills

1 Read the text and discuss the questions.
What is the purpose of the PET exam? What areas of the language are tested? How long does the entire exam last? How long does the speaking paper take? How many parts are there on the speaking paper? What parts are practiced in this lesson?

Assessing Your Level of English

The Preliminary Test of English (PET) assesses how good your level of English is for work, study and/or travel. The exam is divided into three papers, called parts, that examine a particular language skill. Paper 1 examines Reading and Writing. Paper 2 evaluates Listening and Paper 3 tests Speaking. The exam takes a little over two hours.

Paper 3 is divided into four different parts and it takes approximately 10 to 12 minutes. Students take the exam in pairs. They are expected to answer individually and to take part in conversations between themselves. There are two examiners in the room. One of them is an assessor whose task is to listen and evaluate. The other individual, the interlocutor, talks to the candidates directly and sets up the tasks.

Part 1 of the Speaking Paper is an interaction with the interlocutor. Students are expected to give factual, personal information. Students answer questions about present circumstances, past experiences and future plans. This part usually takes around three minutes.

Part 2 is a simulated situation. Students interact with each other using a picture to motivate conversation. Students are expected to make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement. This part of the test takes around three minutes.

2 Work in pairs. Practice the first part of the PET speaking paper. Take turns interviewing your partner.

Student 1
Where do you live?
How long have you lived there?
What is your favorite sport?
What is your favorite subject in school?
 Have you had any work experience? If so, where?

Student 2
How big is your family?
How long have you been in school?
What do you do in your free time?
What do you want to do after you graduate?
How big is your family?

Speaking Tip
Extend your responses to questions and avoid one-word answers. Review basic vocabulary concerning your everyday routines, your family, your hobbies, etc.

3 Read the Speaking Tip. Then complete the tables.

<table>
<thead>
<tr>
<th>Five Names of Countries</th>
<th>Eight Family Members</th>
<th>Six Uncommon Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ten School Subjects</th>
<th>Four Hobbies</th>
<th>Three Common Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work in pairs. Practice the second part of the PET speaking paper. Listen to the interlocutor and discuss the questions.

What do you need to do in this part of the paper? Do you work alone or with your partner? What’s the purpose of the picture? Is this a role-play? How would you paraphrase the names of the objects in the picture below?

Classify the words into the categories. Then use them to talk about the ideas below.

Exactly. You could… We should… How do you feel about…? I disagree. I don’t think so. I prefer… I’d rather… What do you think? You’re right.

Suggestions  Asking for Opinions  Showing Preference  Agreeing/Disagreeing

1. Learning English is more important than learning Spanish.
2. Going to the beach on vacation is better than visiting a new country.
3. The best way to meet new friends is through Facebook.
4. The best way to celebrate the end of the school year is to have a picnic.

Work in pairs. Listen to the interlocutor and practice the first two parts of the PET speaking paper.
### Fun Corner

#### Language Tip
Tongue twisters are tricky verses that use similar sounds. Designed to cause you to make accidental slips, they are a great way to practice pronunciation.

*shilly-shally* - v. to hesitate
*willy-nilly* - adv. carelessly

1. **Listen to the tongue twister. What vowel sounds are used?**

   **If silly Sally will shilly-shally*, shall silly Willy willy-nilly* shilly-shally too?**

2. **Work in pairs. Practice the tongue twister.**

3. **Write a short tongue twister. Then share your work.**

### Self-evaluation

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can focus my attention by discussing a topic before listening to it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of what is needed to become an effective speaker.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify and correct my pronunciation of vowels and consonants.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write questions before listening to improve comprehension.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use a conversation’s context to infer meanings of words and expressions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can improve my speaking ability by adapting dialogues to my reality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk about tourism and its related vocabulary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can prepare a short video to show conclusions of a discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Three things I need to do to improve:**

- 
- 
- 
- 
- 
- 

---

* shilly-shally – v. to hesitate
* willy-nilly – adv. carelessly