

# 1 What am I going to do?

## Grammar

going to (1): Intentions (Affirmative and negative)

going to (2): Predictions (Interrogative and short answers)

going to (2): Predictions

Relative pronouns (*who, which, and that*)

Verb + infinitive or *-ing* form

## Vocabulary

Jobs

## Communication

Checking in at an airport

## Skills

**Listening:** People talking about plans

**Speaking:** Talking about weekend plans

**Reading:** A career website

**Writing:** A paragraph about your future

## Values and cross-curricular topics

Job quiz: analytical, practical, creative professions; Professional goals

## Presentation pages 10–11

### Aim

To present the new language in an interesting context

### Story

In her blog post, Brooke asks readers what they are going to do when they graduate from high school. Her friends Ashley and Tyler know what they want to do. Brooke only knows what jobs she doesn't want to do. She has many interests and feels very confused.

**1** What am I going to do?

**In this unit we will ...**

- talk about jobs
- check in at the airport
- talk about plans for the weekend
- organize ideas before writing a text

**Brooke asks ...**

Posted February 26<sup>th</sup>

Hey! So today's question is: What are you going to do when you graduate from high school? Are you going to be a police officer, a chef, or a web developer? Or maybe you're like me and you just don't know. I don't even know the subjects that I'm going to study next year at school!

My friends Ashley and Tyler know the jobs that they want to do. Ashley would like to be a lawyer. She's going to study law at college. And Tyler ... he wants to be a builder. He isn't going to go to college. He's going to do an apprenticeship and work with his dad. It isn't fair! They know what they're going to do, and I don't have a CLUE!

At least I know the jobs that I'm NOT going to do! I'm not going to be a mechanic because I don't like working with cars. I'm not going to be a nurse because I hate hospitals! And I'm not going to be an accountant because I'm terrible at math!

When my family and teachers talk to me about my future, they all say, "Do something that you love, Brooke." But how does that help me? I love doing lots of different things. I like writing my blog, listening to music, cooking for my friends, and going to the movies ... I'm TOTALLY CONFUSED! Well, that's it for today. Bye for now!

**1** **006** **Read and listen** to Brooke's blog post. Choose the correct alternative.  
Brooke knows / doesn't know the job that she wants to do in the future.

**Link to life** Do you think there's too much pressure on teenagers to know what job they want?

**Check it out!**  
Find these phrases and check their meaning.

It isn't fair!	totally confused
I don't have a clue!	that's it for today
At least ...	

### Warm-up

- Focus students' attention on the list under *In this unit we will ...* and call on volunteers to read the bulleted points.
- Have students read the title of the unit and look at the blog post. Ask: *What do you think is the focus of this post?* (jobs) Ask students to look at the three pictures in circles. Ask: *What jobs do these people have?* (chef, builder, police officer) Ask: *Do any of these jobs interest you? Do you know what you're going to do after high school?*

### Exercise 1 Read and listen **006**

- Play the audio. Students read and listen. Then have them choose the correct answer.
- Go over the answer as a class. Then ask: *What jobs does Brooke NOT want to do?* (mechanic, nurse, accountant)
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that they understand the meaning of the words.
- Focus students' attention on the *Link to life*. Ask a volunteer to read it aloud. Then in pairs, have students discuss.
- Bring the class together and call on volunteers to share opinions.

**Audioscript** Student Book page 10

**2 Comprehension** Complete the summary of Brooke's blog post.

Brooke doesn't know what she's going to do when she graduates from high **school**. Ashley wants to be a **1 lawyer**. Tyler is going to do an **2 apprenticeship** and work with his dad. Brooke doesn't want to be a mechanic, a nurse, or an **3 accountant**. She likes **4 writing** her blog. **5 listening** to music, and **6 cooking** for her friends. Brooke is very **7 confused**!

Key language

**3 007** Reorder the words to make sentences from Brooke's blog post. Then listen and check.

- going / are / what / do / to / you
- What are you going to do** when you graduate from high school?
- be / going / are / a / you / to  
**Are you going to be a** police officer?
  - do / they / that / to / want  
My friends Ashley and Tyler know the jobs **that they want to do**.
  - be / like / Ashley / to / a / would  
**Ashley would like to be a** lawyer.
  - wants / be / a / to / he  
**He wants to be a** builder.
  - isn't / go / he / going / to  
**He isn't going to go** to college.
  - love / I / doing  
**I love doing** lots of different things.

**007** Now listen again and repeat.

Listen up!

**4 008** Listen to Ashley talking about her future plans and complete the sentences.

- Ashley is in **10<sup>th</sup>** grade.
- Her favorite subjects are Math, **History**, and English.
  - She would like to **become** a lawyer.
  - She's going to study law at **college**.
  - She has two nieces and three **nephews**.
  - She often babysits on the **weekend**.

Get involved!

**5** Complete the questionnaire. Look at the list. Check (✓) the things that you are going to do when you graduate from high school and put an X next to the things that you aren't going to do.



Questionnaire

When I graduate, ...

- I'm going to get a job.
- I'm going to do an apprenticeship.
- I'm going to study in a different place.
- I'm going to study at college.
- I'm going to leave home.
- I'm going to travel around the world.
- I'm going to live in a different country.
- I'm going to do volunteer work.
- Other: I'm going to \_\_\_\_\_.

**6 Pairwork** Ask and answer questions about what you're going to do / you aren't going to do when you graduate from high school. Use the ideas from exercise 5 to help you.

What are you going to do when you graduate from high school?

I'm going to ... /  
I'm not going to ...

**7** Now write a comment in reply to Brooke's blog post. Talk about what you're going to do / you aren't going to do when you graduate from high school. Use your answers from exercises 5 and 6 to help you.

**Hi, Brooke. Your blog is awesome! What am I going to do when I graduate from high school? Well, ...**

eleven

Workbook p.W4

11

Key language

Aim

To practice the target language in a controlled context

Key language

Exercise 3 007

- Ask a volunteer to read the example.
- Students work individually to reorder the words to make sentences.
- Play the audio. Students listen and check.
- Play the audio again, pausing after each sentence for students to repeat chorally.

Audioscript Teacher's Guide page 124

Listen up!

Exercise 4 008

- Read the instructions and ask: *Who is Ashley? (Brooke's friend) What do we know about Ashley already? (She knows she wants to go to college and be a lawyer.)*
- Play the audio. Have students listen and complete the sentences.
- Play the audio again, pausing after each sentence for students to check their answers.

Audioscript Teacher's Guide page 124

Get involved!

Exercise 5

- Have students look at the picture. Ask: *What is she doing? (She is fixing a car.)*
- Students complete the questionnaire.

Exercise 6 Pairwork

- Ask a student to read the blue speech bubble. Make up an answer.
- In pairs, students ask and answer about plans. Assist as needed.

Exercise 7

- Ask a student to read the example answer. They can add on to the example answer or begin their own way.
- In pairs, students read their replies.

Extra activity

- Write: *Do you often write comments or responses online? If yes, what types of blogs do you usually respond to?*
- Students discuss in pairs or small groups and then share with the class.

Consolidation

Tell students to copy the prompts on the board and list future plans, e.g., *I'm not going to go to college. I'm going to move to Europe and get a job.*

Workbook page W4  
Practice Kit Extra Practice

Exercise 2 Comprehension

- Tell students to read the blog post again and complete the exercise.
- Students compare answers in pairs.
- Then go over the answers as a class.

Extra activity

Write these questions on the board for students to answer in pairs:

- What subjects will Brooke study in school next year?
- What doesn't Brooke think is fair?
- Do both Ashley and Tyler want to go to college?
- Why isn't Brooke going to be an accountant?
- Why isn't the advice about doing what she loves helpful to Brooke?

6 *Are you totally confused like Brooke, or do you have a plan like Ashley and Tyler?*

7 *Do you think plans can change?*

ANSWERS

- Brooke doesn't know yet.
- That her friends know what jobs they want and she doesn't.
- No, only Ashley.
- Because she's terrible at math.
- Because she loves to do too many things.
- Answers will vary.
- Answers will vary.

Consolidation

Tell students to begin a section in their vocabulary notebooks to list words related to future plans.



## Jobs

### Aim

To present and practice vocabulary for jobs

### Warm-up

- With books closed, write *jobs* on the board. Ask students to brainstorm different jobs they can think of. Write these words on the board.
- With books open, have students compare the words in the box in exercise 1 with the words on the board. Check the words on the board that also appear in the box.

### Exercise 1 009

- Ask a volunteer to read the example answer.
- Students work in pairs to match the jobs with the sentences.
- Play the audio. Have students listen and check.
- Play the audio again sentence by sentence. Students repeat chorally.

### Audioscript Teacher's Guide page 124

#### Extra activity

Have students ask and answer questions in pairs. On the board, write:

**A** What does a(n) \_\_\_\_\_ do?

**B** A(n) \_\_\_\_\_.

Ask two students to read out the example dialogue using information from exercise 1. (e.g., **A** What does a factory worker do? **B** A factory worker operates a machine in a factory.)

### Exercise 2

- Draw a two-column chart on the board with the heads + / -. Call on students to read words from the box and say if the word has a positive or a negative association. Write the word in the appropriate column (Positive: exciting, interesting, satisfying, creative, well-paid; Negative: boring, dangerous, difficult, stressful, repetitive).
- Then ask a volunteer to read the example answer. Ask: *Are these adjectives positive or negative?* (negative) *What positive adjective(s) can we use to describe a nurse's job?* (satisfying, well-paid) Point out that people can have differing opinions about jobs.
- Students work individually to write their sentences. Circulate and assist as needed. Students will share opinions in exercise 3.

## Vocabulary

### Jobs

1 009 Look at the pictures. Match the jobs in the box with the sentences. Then listen and check.

nurse factory worker engineer accountant  
hairstylist lawyer web-developer police officer  
chef office worker builder mechanic  
firefighter farmer journalist

- "I create websites." web developer
- 1 "I cut and color people's hair." hairstylist
- 2 "I look after people in the hospital." nurse
- 3 "I operate a machine in a factory." factory worker
- 4 "I stop fires and rescue people and animals from fires." firefighter
- 5 "I advise and help you if you have legal problems." lawyer
- 6 "I protect people from criminals." police officer
- 7 "I report news stories." journalist
- 8 "I grow vegetables and keep cows and sheep." farmer
- 9 "I keep and check the financial records in a business." accountant
- 10 "I design roads and bridges." engineer
- 11 "I repair cars, motorcycles, and other vehicles." mechanic
- 12 "I build and repair houses." builder
- 13 "I work in an office. I send emails and make phone calls." office worker
- 14 "I cook food in a restaurant." chef

009 Now listen again and repeat.

2 Choose two or more adjectives in the box and write sentences to describe each job in exercise 1.

boring exciting interesting dangerous difficult  
satisfying creative stressful repetitive well-paid

A nurse's job is difficult and stressful.

3 **Pairwork** Compare your opinions about the jobs with your partner's.

I think a nurse's job is difficult and stressful. What about you?

Yes, I think it's difficult, too. But it's also satisfying.



### Vocabulary strategy

#### Best way to study

What do you think is the best way to learn new vocabulary?

**A** Study for one hour on one day.

**B** Study for fifteen minutes on four different days.

Discuss why you have chosen A or B with your partner.

twelve

12 Workbook p. W4

### Exercise 3 Pairwork

- Call on two volunteers to read the exchange in speech bubbles. Add to their discussion and say: *I disagree. I think a nurse's job is boring.* Encourage students to say *I disagree* if they have a differing opinion.
- Have students share opinions in pairs. Circulate and assist as needed.

### Vocabulary strategy

- Read the title of the *Vocabulary strategy* and ask: *How do you usually study vocabulary?*
- Read the question and A / B options. Have students discuss in pairs.

### Consolidation

Tell students to write down the new vocabulary with other vocabulary for jobs in their vocabulary notebooks.

### Workbook page W4

### Practice Kit Extra Practice

going to (1): Intentions

Affirmative and negative

She's going to study law at college.  
I'm not going to be a nurse.

Affirmative	Negative
I am ('m) going to eat.	I am not ('m not) going to eat.
You are ('re) going to eat.	You are not (aren't) going to eat.
He / She / It is ('s) going to eat.	He / She / It isn't going to eat.
We / You / They are ('re) going to eat.	We / You / They are not (aren't) going to eat.

Think!

Choose the correct alternative.  
We use going to talk about plans and intentions in the present / future.

Rules p.W2

1 Complete the sentences with going to and the verbs in parentheses. Use short forms where possible.

Ashley is going to be (be) a lawyer after college.

- 1 Tyler is going to do (do) an apprenticeship.
- 2 Ryan and Jessica are going to graduate (graduate) from high school next year.
- 3 I'm going to listen (listen) to music this afternoon.
- 4 We aren't going to go (not go) to the movies tonight.
- 5 Sofia isn't going to talk (not talk) to Bruno later.

2 Read about Felipe's plans and intentions for the weekend. Complete the sentences with the affirmative or negative form of going to and the verbs in parentheses.



I have lots of homework, but I'm going to do (do) it on Friday night. On Saturday, I'm not going to get (not get) up early because I don't have school. Then I'm going to meet (meet) my friend Luis and go to the movies. We're going to see (see) the new Star Wars movie. On Sunday morning, I'm not going to do (not do) anything, but in the afternoon my friends and I are going to play (play) soccer. Soccer is my favorite sport!

going to (2): Predictions

Interrogative and short answers

Are you going to be a police officer?  
Yes, I am. No, I'm not.

Yes / No questions					
Am	I				going to eat?
Is	he / she / it				
Are	we / you / they				
Short answers					
Affirmative			Negative		
Yes,	I	am.	No,	I	'm not.
	he / she / it	is.		he / she / it	isn't.
	we / you / they	are.		we / you / they	aren't.

Rules p.W2

3 Use the prompts to write questions with going to. Then write affirmative or negative short answers.

- Marina / buy a new cell phone?  
A Is Marina going to buy a new cell phone ?  
B Yes, she is.
- 1 Lucas / visit the museum?  
A Is Lucas going to visit the museum ?  
B Yes, he is.
- 2 we / finish our project today?  
A Are we going to finish our project today ?  
B Yes, we are.
- 3 you / be an engineer?  
A Are you going to be an engineer ?  
B No, I'm not.
- 4 they / walk to school tomorrow?  
A Are they going to walk to school tomorrow ?  
B No, they aren't.

Challenge

Write a paragraph about what you are going to do next weekend. Use Felipe's plans and intentions in exercise 2 as a model.

I'm going to see my best friend on Sunday.

Puzzles p 122

going to (2): Predictions

Interrogative and short answers

Grammar chart

- Focus on the grammar example. Read out the question and elicit the two answers.
- Go through the grammar chart with the class. Focus first on the questions and then the short answers. Next, read out each question and have the class answer chorally, referring to the answer portion of the grammar chart.
- Point out that short forms are only used in negative short answers – never with affirmative short answers.
- Refer students to the rules on page W2.

Rules page W2

Exercise 3

- Students do the exercise individually and then read out their answers in pairs.

Extra activity

In pairs, students look at exercise 1 and make up questions and answers.

ANSWERS

Is Tyler going to do an apprenticeship? Yes, he is.; Are Ryan and Jessica going to graduate from high school next year? Yes, they are.; Are you going to listen to music this afternoon? Yes, I am.; Are you going to go to the movies tonight? No, we aren't.; Is Sofia going to talk to Bruno later? No, she isn't.

Challenge

- Focus students' attention on the Challenge. For homework or as classwork, have students write about weekend plans.

Finished?

- Write: What are you going to do for the rest of the day? Students write a paragraph describing detailed plans for their day.
- In pairs, have students swap paragraphs and ask each other follow-up questions.
- Refer students to the puzzle on page 122/X7.

Puzzles page 122 / X7

ANSWERS

Students' own answers.

Consolidation

Suggest that to help them learn these verb forms students could discuss their summer plans with a partner. Tell them to make statements and ask each other questions and answer them, e.g.,  
A I'm going to get a job for the summer.  
B Are you going to work weekends, too?  
A No, I'm not. On weekends, I'm going to relax and go to the beach.

Workbook page W4  
Practice Kit Extra Practice

Grammar page 13

going to (1): Intentions

Affirmative and negative

Aim

To present and practice going to affirmative and negative for intentions; interrogative and short answers for predictions

Grammar link presentation Unit 1

Warm-up

- Think back to Brooke's blog. Ask: What is Tyler going to do? (He is going to do a building apprenticeship.) Is Brooke going to be a mechanic? (No, she isn't.) Write the questions and answers on the board and underline the verb forms.

Grammar chart and Think! box

- Read out the example sentences.
- Go through the grammar chart with the class. Focus on affirmative and then negative statements. Read out the grammar example.
- Ask students to read the Think! box and choose the correct answer.
- Refer students to the rules on page W2.

Rules page W2

Exercise 1

- Students do the exercise individually.

Exercise 2

- Tell students to think carefully about meaning. Call on a student to read the example answer.
- Students do the exercise individually.
- Then they compare answers in pairs.



# Let's talk about ...

pages 14–15

## Communication competences

### Checking in at an airport

#### Aim

To present and practice language for checking in at an airport

#### Warm-up

- Focus on the picture on the tablet and ask: *Where is this family? What are they doing?* Elicit the words *airport* and *check-in*.
- Ask: *What do you need to take with you when you go to the airport?* Write answers on the board: *ticket, passport, boarding pass, suitcase, and baggage*. Then brainstorm other related words as a class and add them to the list.

#### Exercise 1 Watch, listen, or read 010

- Ask students to preview the words in the box and underline words that also appear in the brainstorm on the board.
- Play the audio. Students complete the dialogue individually.
- Play the audio again. Have students listen and check.

**Audioscript** Student Book page 14

#### Speaking strategy

- Elicit or explain that *intonation* refers to the rise and fall of the voice when speaking. On the board, write:

*I am flying to Berlin.* and model intonation. Draw a downward arrow over the statement to indicate falling intonation.

- Then write: *Are you flying to Berlin?* and model intonation. Draw an upward arrow over the question to indicate rising intonation.

- Then write *Where are you going to fly to?* and model intonation. Draw a downward arrow over the question to indicate falling intonation. Conclude that statements tend to have falling intonation, questions eliciting a *Yes / No* response have rising intonation, and information questions have falling intonation.

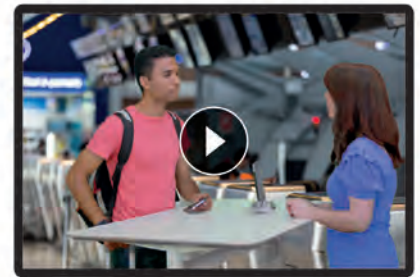
**Audioscript** Student Book page 14

### Checking in at an airport

**1** **010** Watch, listen, or read Complete the dialogue with the words in the box. Then listen again and check.

suitcase passport gate bags boarding pass  
aisle seat carry-on bags ticket

Assistant Hello. Where are you going to fly to today?  
Cody I'm flying to Dallas.  
Assistant Can I see your ticket and <sup>1</sup> passport, please?  
Cody Yes, here you are.  
Assistant Thank you. Would you like a window or an <sup>2</sup> aisle seat ?  
Cody I'd like a window seat, please.  
Assistant OK. Do you have any luggage to check in?  
Cody Yes, I have this <sup>3</sup> suitcase .  
Assistant Thank you. Put it here, please. And how many <sup>4</sup> carry-on bags do you have?  
Cody Just this backpack. Is that OK?  
Assistant Yes, that's fine. Did you pack the <sup>5</sup> bags yourself?  
Cody Yes, I did.  
Assistant OK, thank you. Here's your <sup>6</sup> boarding pass . You're boarding at <sup>7</sup> gate number 3. The gate opens at 10:30.  
Cody Thank you. Bye.



#### Speaking strategy

##### Intonation

Pay attention to the intonation someone uses. It can help you decide if they are making a statement or asking a question.

**2** **011** Real English Listen and repeat.

Can I see your ticket and passport?

Yes, here you are.

Would you like a window or an aisle seat?

I'd like a / an ..., please.

Do you have any luggage to check in?

Yes, I have. / No, I haven't.

How many items of luggage / carry-on bags do you have?

Just this. / I have ...

Did you pack the bags yourself?

Yes, I did. / No, I didn't.

fourteen

14

#### Exercise 2 Real English 011

- Play the audio. Have students listen and repeat.
- Tell students you will play the audio again. Invite them to take notice if intonation is rising or falling. Have them draw upward and downward arrows.
- Play the audio again, pausing after each sentence for students to check their answers.

**Audioscript** Teacher's Guide page 124

#### Extra activity

In pairs, have students role-play the conversation between the assistant and the passenger.

**3** 012 Listen to another conversation at an airport check-in desk and complete the missing information.

Anna and Dylan are flying to Quito. They would like <sup>1</sup> two aisle seats on the plane. They have two <sup>2</sup> suitcases to check in and <sup>3</sup> three carry-on bags. Their flight is boarding at gate <sup>4</sup> 16. The gate opens at <sup>5</sup> 10:40.

**Beat the clock**

In two minutes, write all the cities you can think of where English is spoken.

**4** **Pairwork** Choose a destination from the departures board or from your answers in the *Beat the clock* activity and take turns checking in for a flight. Use the dialogue in exercise 1 as a model.

Departures			
Time	To	Gate	Remarks
10:00	Caracas	12	Gate opens at 9:30
10:15	Sydney	5	Gate opens at 9:45
10:30	London	3	Gate opens at 10:00
10:45	New York	18	Gate opens at 10:15

**Link it**

**Pairwork** Here are six signs at an airport. Discuss with your partner what they mean.



**Beat the clock**

- Focus on the *Beat the clock*. Stress that students will be listing cities, not countries. Also, clarify that they should list cities where English is the primary language.
- Start the timer and have students begin. After two minutes, say: *Stop!*
- Have students compare answers with a partner. Circulate and monitor. If any pairs disagree that English is spoken in a specific city, write the city name on the board and invite the class to chime in.

**POSSIBLE ANSWERS**

London, New York City, Toronto, Sydney, Melbourne, Dublin, Auckland, etc.

**Exercise 4 Pairwork**

- Tell students that exercise 1 will be the model for this activity. Demonstrate by asking a confident student: *Hello. Where are you going to fly to today?* Point to the departure board and elicit a response. Continue for several more exchanges.
- Have students practice the activity in pairs. Point out that if students choose to use cities from the *Beat the clock* brainstorm, they will have to make up gate numbers and gate opening times.
- Circulate and listen. Offer feedback on intonation and check-in vocabulary as needed.

**Link it! Pairwork**

- Circulate as pairs interpret the airport signs. Tell students to write down all the words they know to describe the signs.
- Bring the class together and elicit new vocabulary. Write the words on the board: arrivals, departures, landing, take off, customs / security, baggage claim, information.

**Consolidation**

- Suggest to students to write down all airport vocabulary from this section in their vocabulary notebooks. Ask them to use the words in statements or questions, depicting real airport scenarios.
- Then tell students to draw intonation lines going upward on *Yes / No* questions and intonation lines going downward for information questions and statements.

**Workbook page W6**  
**Extra Communication page 31**  
**Practice Kit Extra Practice**

**Exercise 3** 012

- Play the audio. Students listen and complete the missing information.
- Play the audio again if necessary for students to check and complete their answers.

**Audioscript** Teacher's Guide page 124

**Extra activity**

To review reading digital times, have students look at the Departures board on page 15. Call on students to read out the times in the first column and the statements in the Remarks column. Listen for correct time readings. Then, books closed, have students listen to the following statements and write down the times:

- The gate opens at 10:50.*
- The flight arrives at 11:05.*
- Check-in starts at 4:15.*
- The plane is going to depart at 1:45.*



## going to (2): Predictions

### Aim

To present and practice *going to* for making predictions: affirmative and negative

Grammar link presentation Unit 1

### Warm-up

- On the board, write:  
**A** Jack is going to walk to school today.  
**B** But it's 8:30 already. School starts at 8:40. He's going to be late!
- Focus on *He's going to be late*. Ask: *Is this an intention?* (no) Explain that it's a prediction.

### Look! box

- Read out the information and example sentences in the *Look!* box. For the two sentences making predictions, ask: *What evidence can we see?* (the weather is very cloudy; they work very slowly)
- Refer students to the rules on page W2.

Rules page W2

### Exercise 1

- Students do the exercise individually.
- Go over answers as a class.

## Relative pronouns

### who, which, and that

### Aim

To present and practice relative pronouns *who, which, and that*

### Warm-up

- On the board, write the following sentences and underline the relative clauses: *Brooke is a teenager who has a blog; This is the website which lists jobs; I want a job that I am going to love.*
- Ask students to identify the relative pronouns. (*who, which, that*)

### Grammar chart and Think! box

- Go through the grammar chart.
- Students read the *Think!* box and complete it with *which* or *who*.
- Refer students to the rules on page W3.

Rules page W3

### Exercise 2

- Students work individually.

#### Extra activity

Students write about the jobs on page 12 using relative pronouns.

#### POSSIBLE ANSWERS

A factory worker is a person **who / that** operates a machine in a factory.  
 A mechanic is a person **who / that** repairs cars.

## Grammar

### going to (2): Predictions

#### Look!

We use *going to* to talk about future plans and intentions.

*I'm going to see the doctor tomorrow.*

We also use *going to* to make future predictions based on evidence we can see now.

*The weather is very cloudy today. It's going to rain. Harry and Louise work very slowly. They aren't going to finish their project today.*

Rules p.W2

- 1 Complete the predictions with the affirmative or negative form of *going to* and the verbs in the box.

be win pass snow get miss

It's very cold and dark today. It's going to snow.

- I broke Nelson's phone. He 's going to be angry with me.
- I forgot my umbrella and it's raining. We 're going to get wet.
- The team is playing badly. They aren't going to win the game.
- He didn't study, so he isn't going to pass the Math test.
- It's late! We 're going to miss the school bus!

### Relative pronouns

#### who, which, and that

I don't even know the subjects **that** I'm going to study next year!

A mechanic is a person **who** works with cars.

People / Animals	Things
who / that	that / which

#### Think!

Complete the rules with *which* or *who*.

- We use *that* and **1 which** to give more information about things.
- We use **2 who** and *that* to give more information about people and animals.

Rules p.W3

- 2 Choose the correct alternatives.

- I'm going to buy Sophie a book **that** / **who** she likes.  
 1 A chef is a person **who** / **which** works with food.  
 2 Math is a subject **that** / **who** I like.  
 3 I want a job **who** / **that** is well paid.  
 4 Is a nurse someone **which** / **who** works in a hospital?  
 5 This is the book **that** / **who** we're going to study.

### Verb + infinitive or -ing form

Ashley **wants to be** a lawyer.  
 I **like writing** my blog.

- 3 Complete the sentences with the infinitive or -ing form of the verbs in the box.

be finish listen laugh speak do help be

What things are fun **to do** on the weekend?

- Do you want **to be** a builder?
- We don't mind **listening** to your music.
- I hope **to finish** my homework tonight.
- Do you practice **speaking** English in class?
- Do you offer **to help** other people?
- Is it important **to laugh** every day?
- Katy enjoys **being** an inventor.



#### Challenge

Look at the activities and write sentences about you using the infinitive or -ing form.

be a journalist cook dinner do homework  
 go to the movies listen to music  
 talk with my best friend

I **love going to the movies**.

Puzzles p.122

sixteen

16

Workbook p.W5

Grammar link

## Verb + infinitive or -ing form

### Aim

To present and practice verb + infinitive or -ing form

### Warm-up

- On the board, write: *I hope to be an accountant one day. I really enjoy working with numbers.* Underline the infinitive (to be) in the first sentence and the -ing form in the second sentence.
- Ask volunteers to read the sentences on page 16. Explain that some verbs can either take the -ing form or an infinitive.

### Exercise 3

- Students do the exercise individually.

### Challenge

- In pairs, have students write sentences using the prompts in the box.

### Finished?

- Tell students to write sentences with: future with *going to* (predictions and intentions), relative pronouns, verbs + infinitive.
- Refer students to the puzzle on page 122/X7.

Puzzles page 122 / X7

#### ANSWERS

Students' own answers.

#### Consolidation

Tell students to note (when they learn new verbs) if they are typically followed by an infinitive or the -ing form.

Workbook page W5

Practice Kit Extra Practice

Step 1

- 1 013 Listen to Rosa talking about what she's going to do this weekend. Choose the correct alternatives.
- 1 This weekend, Rosa and her parents are going to fly to Buenos Aires / Santiago.
  - 2 They're going to visit a friend / relative.
  - 3 They are / aren't going to tell him before they leave.
  - 4 Adam's girlfriend / friend is going to help them organize a surprise.
  - 5 They're going to meet Adam in a restaurant / at the movie theater.
  - 6 On Sunday, they're going to go to a soccer / basketball game.



Step 2

- 2 014 Listen to Joe and Hayley discussing their plans for the weekend. Check (✓) the things that they are going to do and put an X next to the things they aren't going to do.

1 <b>Joe</b>		
Saturday morning	Saturday afternoon	Saturday night
get up early <input type="checkbox"/>	meet some friends <input checked="" type="checkbox"/>	watch TV <input checked="" type="checkbox"/>
have a big breakfast <input checked="" type="checkbox"/>	go downtown <input type="checkbox"/>	go to bed early <input type="checkbox"/>
2 <b>Hayley</b>		
Sunday morning	Sunday afternoon	Sunday night
get up early <input type="checkbox"/>	do her homework <input checked="" type="checkbox"/>	watch TV <input checked="" type="checkbox"/>
clean her bedroom <input checked="" type="checkbox"/>	play video games <input type="checkbox"/>	go to bed early <input checked="" type="checkbox"/>

- 3 014 Listen again and complete the questions.
- What are you going to do on Saturday morning?
- 1 Are you going to go out anywhere in the afternoon?
  - 2 Are you going to stay home Saturday night?
  - 3 What are you going to do on Sunday morning?
  - 4 Are you going to study in the afternoon?
  - 5 Are you going to relax on Sunday night?

Step 3

- 4 **Pairwork** Ask and answer questions about what you're going to do / you aren't going to do on the weekend. Use the questions in exercise 3 and the activities in the box for ideas. Take notes about your partner's answers.

go to school watch TV clean your room get up late  
visit relatives go shopping play video games  
have a big breakfast meet friends play sports  
do homework study go to bed early

What are you going to do on Saturday morning?

I'm going to ... and then ...

- 5 **Presentation** Tell the class about your partner's plans for the weekend.



Step 2

Exercise 2 014

- Play the first two exchanges on the audio. Ask: *Is Joe going to get up early?* (No, he says he's going to get up late.)
- *Is he going to have a big breakfast?* (Yes, he is) Tell students to check the box.
- Play the rest of the audio and ask students to complete the exercise.
- Play the audio again if necessary for students to check and complete their answers.

**Audioscript** Teacher's Guide page 124

Exercise 3 014

- Play the audio again and have students complete the questions.
- Go over the answers as a class. Call on volunteers to read out the full questions.

**Audioscript** Teacher's Guide page 124

Step 3

Exercise 4 Pairwork

- Call on two volunteers to read out the speech bubbles. Tell Student B to make up answers to complete the sentence. Invite students to skim the activities in the box.
- Students work in pairs. Circulate as students ask and answer questions. Point out that they can also use the questions from exercise 3. Remind students to take notes about their partner's answers.

Exercise 5 Presentation

- Ask students to share their partner's weekend plans.
- Then ask: *Do any people have similar plans?* Invite students to make statements, e.g., *Irene and Joe are going to do housework.*

Consolidation

Tell students to think of the next social event on their calendar. Tell them to describe what they are going to do. Tell them to start by writing *Next month, in May, in the spring ...* Encourage students to incorporate both affirmative and negative forms, using short forms when possible.

**Workbook page W6**  
**Practice Kit Extra Practice**

Listening and speaking page 17

Aim

To listen and comprehend people talking about things they are going to do

Warm-up

- Point to the picture of the plane and read the question. Call on students to suggest answers, e.g., *You're going to go on a trip. You're going to fly somewhere.*

Step 1

Exercise 1 013

- Play the audio. Students listen to the conversation and choose the correct answers.

- Have students compare answers with a partner.
- Go over the answers as a class.

**Audioscript** Teacher's Guide page 124

Extra activity

Ask: *How is "going to" used in this conversation?* (for intentions) Point out that there is one use of *going to* for predictions in the conversation. Play the audio again and have students raise their hands when they hear this use. (... he's going to love it!)



## Reading and writing competences

### Reading

#### Aim

To read and navigate a career website for teenagers and take a job quiz

#### Warm-up

- Ask: *How could you explore what job might be a good fit for you?* (For example, go to a job fair, go to someone's workplace and see what people do, do research online) *Who has been on a career website?*

#### Exercise 1 Read and listen 015

- Invite students to skim the website. Ask: *Has anyone taken a job quiz before? If yes, what did you find out?*
- Navigate students through the icons of the star, light bulb, and paintbrush. Point out that students should not yet answer the questions. They will do this in exercise 3.
- Play the audio. Students read and listen.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure they understand the meaning of the words.
- Then have students work individually to complete the exercise.
- Tell students to compare answers with a partner. Go over any further questions as a class.

**Audioscript** Student Book page 18

#### Exercise 2

- Point out to students that in this exercise they will focus on meaning of new vocabulary and concepts.
- Read the example prompt and answer. Point to the light bulb icon in the website and call on a student to read the definition of abilities. Tell students to refer to the website to make the remaining corrections.

#### ANSWERS

- Interests are things that you like doing.
- An analytical person is a person who likes solving complex problems.
- A practical person is a person who learns from experience.
- An artist or a journalist are good jobs for a creative person.

Trending topics    Reading and writing competences

# Go Teens!

A career website for teenagers

Some teenagers know exactly what they're going to do when they graduate from high school—they're the lucky ones—but for most teens it's a very difficult decision. There are hundreds of different jobs. How can you choose the job which is right for you? Well, why not start with yourself? What do you like doing? What are you good at? Try our job quiz and find out now!

**WHAT'S MY JOB?**  
For each question, check (✓) the sentence which best describes you.

**★ YOUR STRENGTHS**  
Strengths are things that you are good at.

- I am good with numbers.
  - I am good with my hands.
  - I have a lot of new ideas.
- My best subjects at school are
  - Math and Science.
  - languages and Sports.
  - Art and Design.

**🖌️ YOUR INTERESTS**  
Interests are things that you like doing.

- In my free time, I like
  - doing puzzles and crosswords.
  - making models and repairing things.
  - drawing and designing new things.
- I enjoy
  - reading.
  - playing video games.
  - listening to music.

**💡 YOUR ABILITIES**  
Abilities are things that you can do well.

- I can solve difficult Math problems.
  - I can repair things at home.
  - I can create new things, for example, I can design and make cards.
- I would like to learn how to
    - program a computer.
    - cook.
    - play a musical instrument.

**CHECK YOUR SCORE**  
Did you check more A, B, or C answers?

**More As** *You are analytical.* You like solving complex problems. An engineer or a software analyst would be good jobs for you.

**More Bs** *You are practical.* You learn from practical experience. So, what are you going to do? Well, a builder or a chef would be good jobs for you.

**More Cs** *You are creative.* People are going to want you for your new and different ideas. An artist or a journalist would be good jobs for you.

### Reading

**1** **015** **Read and listen** to the article. Choose the correct answers.

<ol style="list-style-type: none"> <li>The website is about               <ul style="list-style-type: none"> <li><input checked="" type="radio"/> a the world of work.</li> <li>b school.</li> <li>c free time.</li> <li>d hobbies.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>It is for               <ul style="list-style-type: none"> <li>a 9–12-year-olds.</li> <li><input checked="" type="radio"/> b 13–18-year-olds.</li> <li>c 18–25-year-olds.</li> <li>d over-25s.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>The job quiz helps you               <ul style="list-style-type: none"> <li>a find a job.</li> <li><input checked="" type="radio"/> b learn more about yourself.</li> <li>c choose a new interest.</li> <li>d choose from hundreds of different jobs.</li> </ul> </li> </ol>
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**2** The underlined information in the sentences is incorrect. Write the sentences correctly.

Abilities are things that you like doing.    Abilities are things that you can do well.

- Interests are things that you are good at.
- A practical person is a person who likes solving complex problems.
- A creative person is a person who learns from experience.
- An artist or a journalist are good jobs for an analytical person.

**3** Complete the questionnaire and find out your score.

Check it out!

Find these words and phrases and check their meaning.  
lucky   yourself   good with   solve

eighteen

18

#### Exercise 3

- Instruct students to now go back and complete the quiz individually. Then tell them to read *Check your score* and score their quizzes. Assist as needed.
- Bring the class together. Ask: *Who had more As?* Group these students together. *Who had more Bs?* Group the students together. *Who had more Cs?* Group the students together. Tell groups to think of more jobs for the various categories.
- Bring the class together and ask individual students: *Do you feel the quiz categorized you correctly? Or do you think you should be better at doing something else?*

## Writing

### Step 1

4 Complete the sentences with information about you.

- 1 My best subjects at school are \_\_\_\_\_.
- 2 In my free time, I like \_\_\_\_\_.
- 3 I'd like to learn how to \_\_\_\_\_.
- 4 Next year, I'm going to study \_\_\_\_\_.
- 5 In the future, I'd like to be \_\_\_\_\_.



### Step 2

5 Complete the paragraph with the information in the fact file.

Fact file

#### MADISON

**Best school subject:** Art  
**Free-time activities:** drawing and designing clothes  
**High school electives:** Drawing, Photography, and Journalism  
**Future study:** The Fashion Institute of Technology  
**Career:** fashion designer / fashion journalist

#### Culture focus

In U.S. high schools, along with four or five compulsory core subjects—Math, English, Science, History, and a foreign language—students can choose up to four additional subjects per year, called electives. They require less study than core subjects, but still contain educational value.

I'm a very creative person. I'm very good at Art—it's my best subject at school—and I have a good imagination. In my free time, I like drawing and I love <sup>1</sup> designing clothes.

Every year, students can choose three subjects to study—these are called electives. Next year, I'm going to study <sup>2</sup> Drawing and <sup>3</sup> Photography. I'm also going to take a course in <sup>4</sup> Journalism because I love writing, too. When I graduate from high school, I want to study at <sup>5</sup> The Fashion Institute of Technology. In the future, I'd like to be a <sup>6</sup> fashion designer or a <sup>7</sup> fashion journalist, and I'd like to work for a big fashion house, for example Prada or Givenchy.  
 Madison (15)

### Step 3

6 Write a paragraph about you and your choices.

Include information about ...

- your strengths and skills.
- your interests.
- the subjects that you are going to study.
- the type of job that you would like to do in the future.

Use Madison's paragraph as a model, and your answers from the jobs quiz and exercise 4 to help you.

I'm a very analytical / practical / creative person. I'm ...

#### Writing strategy

##### Organizing Ideas

Remember to organize your ideas before you start to write. Read the information in the writing task very carefully. It will give you the structure of your text. Make notes next to each point in the guidelines.

#### Challenge

Think of three jobs that you don't want to do in the future. Write a paragraph explaining why.



#### Extra activity

On the board, write: *high school electives*. Then write the following categories on the board: Performing arts, Business, Health, Life Skills, Computer Science. Tell students to brainstorm different elective subjects.

#### ANSWERS

Answers will vary. Some examples: Drama, Dance, Band, Art, Photography, Yoga, Marketing, Accounting, Graphic Design, Coding, CPR, Cooking, Driver's Education, etc.

### Step 3

#### Writing strategy

- Ask: *What should you do before you start writing something?* (organize your ideas) Give students a few minutes to read the paragraph on organizing ideas.
- Have students look at the bulleted points in exercise 6. Say: *These points are the guidelines for your paragraph.*

#### Exercise 6

- Read out the first set of instructions. Ask a student to read each item in the list aloud.
- Ask students to write notes around the bullet points. Explain that following the order will help them keep stay organized.
- Read the second set of instructions. Tell students to read the example answer and start in a similar way. Assist as needed.
- Students swap their paragraph with a partner who corrects any mistakes.

#### Challenge

- Ask students to think back to Brooke's blog. Ask: *Which jobs isn't she going to do? Why?* (mechanic—she doesn't like working with cars; nurse—she hates hospitals; accountant—she's terrible at math)
- Tell students to brainstorm three jobs they wouldn't want to do. Tell them to think of jobs that require strengths or skills they don't have. As students organize their paragraphs, remind them to start with a topic sentence, e.g., *There are three jobs I definitely don't want to do.*

#### Consolidation

Tell students to imagine they need to prepare a presentation about their future plans. If they are not sure, tell them to be honest, but still specify what their plans are. For example, *I'm going to work for a while to decide what I want to do*. Alternatively, they can make up the information and write plans imagining they are someone else.

Culture page 110 / X1  
 Practice Kit Extra Practice  
 Unit tests  
 Resource worksheets  
 Video

## Writing

### Aim

To compile information about yourself and write a paragraph

### Warm-up

- Ask: *When might you need to write information about yourself?* (For example, on a job or a school application) Then ask individual students: *What do you think is your best quality?* If students are not sure how to answer, you can give examples on the board: *I'm hardworking / creative / funny; I love to think, I like reading the news.*

### Step 1

#### Exercise 4

- Have students complete the sentences individually. Circulate as students work.

- Students compare answers in pairs.
- Go over the answers as a class.

### Step 2

#### Exercise 5

- Have students skim the profile.
- Ask a confident student to read the *Culture focus*. On the board, write *Music, Art, Journalism, Business, Computer Coding*, and say these are some examples of electives that schools may have. Ask: *What do you think is the value of electives?* (e.g., they can give you a chance to explore your interests)
- Have students work individually to complete the paragraph.
- Students compare answers in pairs.
- Go over the answers as a class.



# Cambridge English

## A2 Key (KET) for Schools Practice

### Reading and Writing Part 1

page 106 / X14

#### Exercise 1

- Focus on the *Exam strategy*. Call on a student to read it. Review that *key words* are the most important words. Encourage students to underline the key words in the options before choosing the correct answer.
- Have students do the exam questions individually. Tell them to choose the answer that interprets the information in each notice or message.
- Hint to students to read each exam item, and the answer options carefully, paying attention to every detail. Encourage them to use the visual information (layout, location, etc.) to help them identify the context.
- Students compare answers in pairs.
- Bring the class together and call on volunteers to highlight the information in each item that reflects the correct answer.
- Check the answers as a class.

#### Reading and Writing Part 1

1 For these questions, choose the correct answer.

1

### TRAVEL SALE

Prepare for your next holiday!

*50% off all suitcases this weekend*

- A Customers can save money if they book a weekend trip.  
 B There is a discount on everything in the shop.  
 C Luggage is half-price for two days.

2

Hi, Amelia.

The traffic is really bad today. Could you pick Charlie up from school at 4.30? I'll be home as soon as I can!

Mum

- A Amelia's mum would like her to collect Charlie.  
 B Amelia's mum will be home by 4.30.  
 C Amelia's mum will meet her at Charlie's school.

3

Dear guests,  
 Breakfast is served from 6 a.m. to 9 a.m.  
 Please arrive at least 30 minutes before closing time to make your order.  
 Many thanks.

- A Breakfast orders usually arrive in less than 30 minutes.  
 B Guests must order breakfast by 8.30 a.m.  
 C The latest time guests can order breakfast is 9 a.m.

#### Exam strategy

First, underline the key words in the texts. Then choose the correct answer (A, B or C).

4

Dan,  
 I'm planning a surprise birthday party for Theo on Saturday night. He has no idea! Can you come? And can you tell Emily?  
 Thanks,  
 Jacob

- A It's Emily's birthday on Saturday.  
 B Jacob doesn't want Dan to tell Theo about the party.  
 C Theo has invited Dan and Jacob to his party.

5

### Pinewood Pool is closing tomorrow for winter repairs.

*See you next April!*

- A The pool will open again in April.  
 B The pool will be shut from April.  
 C The pool has not been open since April.

6

Alex!

Where are you? The film starts in ten minutes and we're getting snacks. Do you want us to wait for you?  
 Let me know!

Zara

- A Zara has been waiting for ten minutes.  
 B The film has already started.  
 C Alex hasn't arrived at the cinema yet.

## Reading and Writing Part 3

2 For these questions, choose the correct answer.

I've always been interested in making things, so nobody was surprised when I became an engineer. When I was six years old, my dad helped me build a tree house in our back garden. That was the first time I built anything. Later, I added more rooms to the house. It looked really good, so I thought I could do something more difficult and I built a bridge from the tree house to my bedroom window. Unfortunately, that wasn't successful. It broke while I was walking across it and I fell and hurt my leg. My parents were upset, but all I could think about was how to repair it and make it better. After studying Engineering at university, I went travelling for a year and visited some amazing bridges, such as the Golden Gate Bridge in San Francisco and the world's longest bridge in China. This bridge isn't used by cars – it's only used by trains to travel between Shanghai and Beijing. It's more than 100 miles long! Soon after my travels, I got my first job with a big engineering company. Since then, I've worked on hotels and a big shopping centre and I've done a lot more travelling for my job. I might build another bridge one day. That's my dream, and the bridge definitely won't break next time.

- 1 When he was a young boy, Carl
- A wanted to be an engineer, like his dad.
  - B** loved to build things.
  - C didn't have any clear interests.
- 2 Carl's tree house in his garden
- A** was the first thing he built.
  - B was very difficult to build.
  - C was a bit dangerous.
- 3 What happened while Carl was travelling?
- A** He saw some examples of great engineering.
  - B He decided to study Engineering at university.
  - C He got his first engineering job.
- 4 On the world's longest bridge, you can
- A go across by car or train.
  - B travel a distance of almost 100 miles.
  - C** ride to Beijing or Shanghai.
- 5 In the future, what would Carl like to do?
- A be the boss of his own big engineering company.
  - B** make a bridge.
  - C do more travelling for his job.

## Reading and Writing Part 6

3 Write an email to a friend. Write 25 words or more.

You are on holiday. Write an email to a friend.

Say:

- what you have already done.
- what you're going to do.
- why your friends would like the place you're visiting.

## Exam strategy

Before you start writing, take time to plan what you will write for each part of the task. After you finish, go back and check you have answered every part of the question.

## Reading and Writing Part 3

page 107 / X15

## Exercise 2

- Focus on item 1 and elicit key words for the answer options (*A be an engineer; B build things; C clear interests*) Say: *Key words can help you choose the correct option.* Have students read the rest of the exercise items and underline the key words in the answer options.
- Then tell students to read the text and answer the questions. Encourage them to underline in the text and label information that supports each correct option.
- Bring the class together and go over the answers as a class. For each item, elicit the supporting information in the text (e.g., for item 1, the first sentence gives the answer). Then ask for each item: *Which key word helped you choose the correct option?* (e.g., for item 1, *build things*)
- You can also point out that during an exam, it is important to stay organized when navigating answers and the text, so as to avoid the need to reread the text too many times.

## Reading and Writing Part 6

page 107 / X15

## Exercise 3

- Call on a student to read the *Exam strategy*. Ask: *How could you plan what you want to write?* (e.g., take notes, make an outline, create a mind map)
- Ask students to read the prompt. Tell them to consider what grammar they will need to use in their email (present perfect, future with *going to*) to discuss all the topics correctly.
- Encourage students to keep track of time as they plan and write the email. Suggest that they try to finish in 10–15 minutes.
- Remind them that after they've finished writing, they should go back and check that they have answered every part of the question.
- Collect the students' work and offer feedback on an individual level.



# 1 Culture page 110/X1

## Aim

- To read about unusual job possibilities
- To think about what you want to do when you are older
- To give a presentation about an unusual job

## Warm-up

- Ask a student to read the title of the article. Elicit that *weird* means strange or unusual. Then have students look at the pictures. Ask: *Do you think it is possible that sleeping is this woman's job? What do you think is this man's job? (pushing people into packed trains) Which job could you imagine yourself doing? Why? Which one could you NOT imagine yourself doing? Why? How much do you think you could get paid to sleep or push people into trains?*

## Exercise 1 Read and listen 105

- Play the audio. Students read and listen. Then they choose the correct answer.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that they understand the meaning of the words.

**Audioscript** Student Book page 110/X1

## Exercise 2

- Ask a volunteer to read out the example.
- Students read the article again and match the sentence halves.

## Exercise 3

- Call on a student to read out the example question and answer.
- Students do the exercise individually or in pairs. Encourage them to reread parts of the article to help answer the questions.

## ANSWERS

- up to \$70,000 a year
- It appeals to people who prefer to do something more active.
- in Madrid and in several cities in China
- They help scientists who are doing sleep research; they sleep in art exhibitions.
- It's perfect for people who hate getting up in the morning.

### Extra activity

- Have students list all the unusual jobs mentioned on the page. Tell them to focus on the second word in each that ends in *-er* (e.g., *taster, pusher, sleeper, viewer, tester, watcher, presenter, stander*). Point out that the suffix *-er* added to a verb, often forms a noun that names a person's profession.

## The weirdest jobs in the world

What job are you going to do in the future? Are you going to be a lawyer, an engineer, or a nurse? If these jobs don't appeal to you, don't worry. There are lots of unusual job possibilities, too. Read on for more information!



Why not be a **professional pet-food taster**? Yes, that's right! Pet-food companies employ people who taste new pet food, from bones to meat to biscuits. Tasters also suggest new ideas for recipes. If you like animals and you enjoy trying different types of food, this is the perfect job for you! The job also pays well, and experienced tasters can earn up to \$70,000 a year.



If you prefer doing something more active, you could become a **train pusher**. In countries with busy subway systems, train platforms have train pushers: people who squeeze passengers onto trains, especially during busy periods. Right now, you can find train pushers in Madrid and in several cities in China.

If those ideas don't interest you, how about becoming a **professional sleeper**? These people test beds for hotels, and they also help scientists who are doing sleep research. Some professional sleepers even sleep in art exhibitions! The salary for this job varies, but you could earn as much as \$100,000 a year! If you hate getting up in the morning, this is your dream job—in more ways than one!

**So, what are you going to do when you're older? Now that you know the world is full of unusual possibilities, the future is yours!**

### Check it out!

Find these words and phrases and check their meaning.

appeal to (someone)    bones    squeeze  
taste    recipes    salary

### 1 105 Read and listen Choose the correct answer.

- This article is for people who
- don't mind doing a boring job.
  - don't want to go to college.
  - are looking for an unusual job.

### 2 Match the sentence halves.

- Not everyone wants to be g
- You can choose from f
- Professional pet-food tasters check e
- Professional pet-food tasters can earn b
- Train pushers work d
- Professional sleepers earn a salary a

- for staying in bed!
- a lot of money.
- a lawyer, an engineer, or a nurse.
- on busy subway systems.
- that the food is delicious for animals.
- lots of unusual jobs.

### 3 Answer the questions.

- What types of pet food can you taste?  
You can taste bones, meat, and biscuits.
- How much can a professional pet-food taster earn?
  - Who does the train pusher job appeal to?
  - Where can you find train pushers now?
  - Some professional sleepers test beds for hotels. What do other professional sleepers do?
  - Who is the professional sleeper's job perfect for?

### 4 Presentation Research another unusual job and prepare a presentation about it. Use the jobs in the box and the notes below to help you. Present your job to the class.

odor judge    full-time Netflix viewer  
professional waterslide tester    drying-paint watcher  
shopping channel presenter    line stander

- name of job
- where you do it
- what you do
- who you work for
- the salary
- who it appeals to

- In pairs or small groups, invite students to think up additional usual or unusual job titles, adding *-er* to verbs (e.g., *people counter, window washer, house builder, toothpaste taster*).

### Exercise 4 Presentation

- Read out the instructions to the class.
- Focus students' attention on the unusual jobs in the box. Call on volunteers to read each job. Confirm comprehension.
- Then in class or for homework, students research one of the jobs listed. To avoid too many students choosing the same job, you can assign jobs, or let them choose, making sure that all options in the box will be presented. If any students have other ideas, you can let them pursue those as well.

- Students research, using the bullet points in the box as their guide. Encourage them to take good notes.
- Back in class, students present their job.

### Consolidation

In pairs, have students sort all the unusual jobs mentioned in the article and in exercise 4. Tell them to create three categories: *Demanding, Somewhat demanding, Not demanding*. Have them discuss salaries they think would be fair for the various jobs. Finally, write on the board: *What are the benefits and drawbacks of "weird" jobs vs. more traditional jobs?* (For example, unusual jobs can be more interesting and flexible than a traditional job; however, unusual jobs may be part-time, or one-time, and may not provide a steady income.)



# A CLIL Biology

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## Grammar

Relative pronouns: *who, which, and that*  
Verb + infinitive or *-ing* form

## Vocabulary

Forms of communication

## Topic

How different animals communicate

## Project

Research the body language of dogs, cats, or horses

## Warm-up

- Ask: *Who here has a pet or knows someone with a pet? How do pet owners communicate with their animals? How do animals communicate with each other?* Elicit some ideas.
- Focus on the pictures and have students identify the animals / insects (bees, puffins, and a chimpanzee). Invite students to share or speculate how these animals communicate.

## Exercise 1 Read and listen 113

- Play the audio. Students read and listen. Then have them choose the correct answer.
- Go over the answer as a class.
- Go through the *Check it out!* box and ask students to find the words in the text. Make sure that they understand the meaning of the words.

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## Exercise 2

- Ask a volunteer to read out the example statement and answer.
- Students read the article again and do the exercise individually.
- In pairs, have them compare answers. Point out that students may word their answers a little differently.
- Go over the answers as a class.

## Exercise 3

- Read out the example question and call on a student to read the answer.
- Students do the exercise individually or in pairs. Encourage them to reread parts of the article to help answer the questions.
- Go over the answers as a class.

## ANSWERS

- 1 Nim Chimpsky learned how to ask for hugs, food, and toys.

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## CLIL Biology

# ANIMAL COMMUNICATION

CLIL A

Most of us love watching videos of intelligent animals who can do funny things or copy human behavior. Stories of animals that can communicate with humans always receive a lot of attention. Recently, an animal trainer appeared on the news to talk about an orca whale named Wikie who has learned to count to three in English. In the 1970s, a baby chimpanzee named Nim Chimpsky learned how to ask for hugs, food, and toys, and he could build very simple two-word sentences using sign language.

However, we hear less about animal communication systems. Birds and mammals use different sounds to communicate, while others, such as insects, use movements. Scientists have studied these systems for many years and are still trying to understand how they work. But how do these communication systems compare with human language?

Animal forms of communication consist of individual sounds that can each mean something. When we listen to birdsong, we are in fact listening to lots of individual sounds that describe things like food or danger. However, in human language, individual letter sounds often have no meaning. Instead, we combine them to make words and sentences. There is no limit to the number of words and sentences that humans can create, but animals can only make a limited number of sounds.

Unlike in human language, animals' systems of communication are sometimes separated by gender. For example, worker bees fly in a figure-eight shape, in a movement known as "waggle dancing". The length of the "waggle" communicates the distance and direction to flowers, water, or new hive locations. All worker bees are female, and male bees don't perform these movements.

Perhaps the most interesting difference between human and animal communication is that humans can talk about things that they can't see, that are in the past, or don't exist. With this ability, they can talk about and record the past, and are able to form complex thoughts.

As far as we know, most animals can't do this.







**Check it out!**  
Find these words and phrases and check their meaning.  
sign language limit figure-eight shape waggle

**1** **113** **Read and listen** Choose the correct answer.

a The article tells us why animals can't speak.  
**b** The article tells us about forms of animal communication.  
c The article tells us that human and animal languages are the same.

**2** Complete the sentences.

Nim Chimpsky was a baby chimpanzee who learned how to communicate using sign language.

1 Some animals, such as insects, communicate with movements.

2 Scientists have studied animal communication systems for many years.

3 A human word is a combination of (individual letter) sounds.

4 As far as we know, animals can't form complex thoughts.

**3** Answer the questions.

What can the orca whale Wikie say in English?  
It can count to three.

1 What could Nim Chimpsky ask for in sign language?  
Hugs, food, and toys.

2 What is the difference between an individual animal sound and an individual human letter sound?  
Individual animal sounds often have no meaning, while individual human letter sounds often have meaning.

3 Which gender of bee performs "waggle dancing"?  
Female.

4 Why are humans able to keep a record of the past?  
We can talk about things that we can't see, that are in the past, or don't exist.

**4** **Link it!** Animals' facial expressions, ears, and body positions can communicate a lot about their emotions. Research the body language of dogs, cats, or horses. Think about the following:

- How do they show they are scared, happy, angry, or sad?
- How is their body language similar?
- How is it different?

one hundred eighteen

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- 2 Animal forms of communication consist of individual sounds that can each mean something. In human language, individual letter sounds often have no meaning.
- 3 female
- 4 Because humans can talk about things that they can't see, that are in the past, or don't exist.

### Extra activity

- Ask a student to reread the last paragraph to the class.
- In pairs, invite students to focus on the first sentence. On the board, write: *things we can't see, things that are in the past, things that don't exist.*
- Students think of examples for each category that humans can talk about (e.g., 1 outer space, 2 a memory).

- Have pairs share. Finally focus on the last sentence. Ask: *Why is it significant that the sentence begins with "as far as we know"?* (because we can't know 100% what all animals can or can't do).

### Exercise 4 Link it!

- Read out the instruction to the class.
- Focus students' attention on the questions in the box. Call on volunteers to read them.
- Then in class or for homework, students do research online, using the questions in the box as their guide. Tell them to take notes and summarize their findings.
- Back in class, create groups and let students share and discuss.