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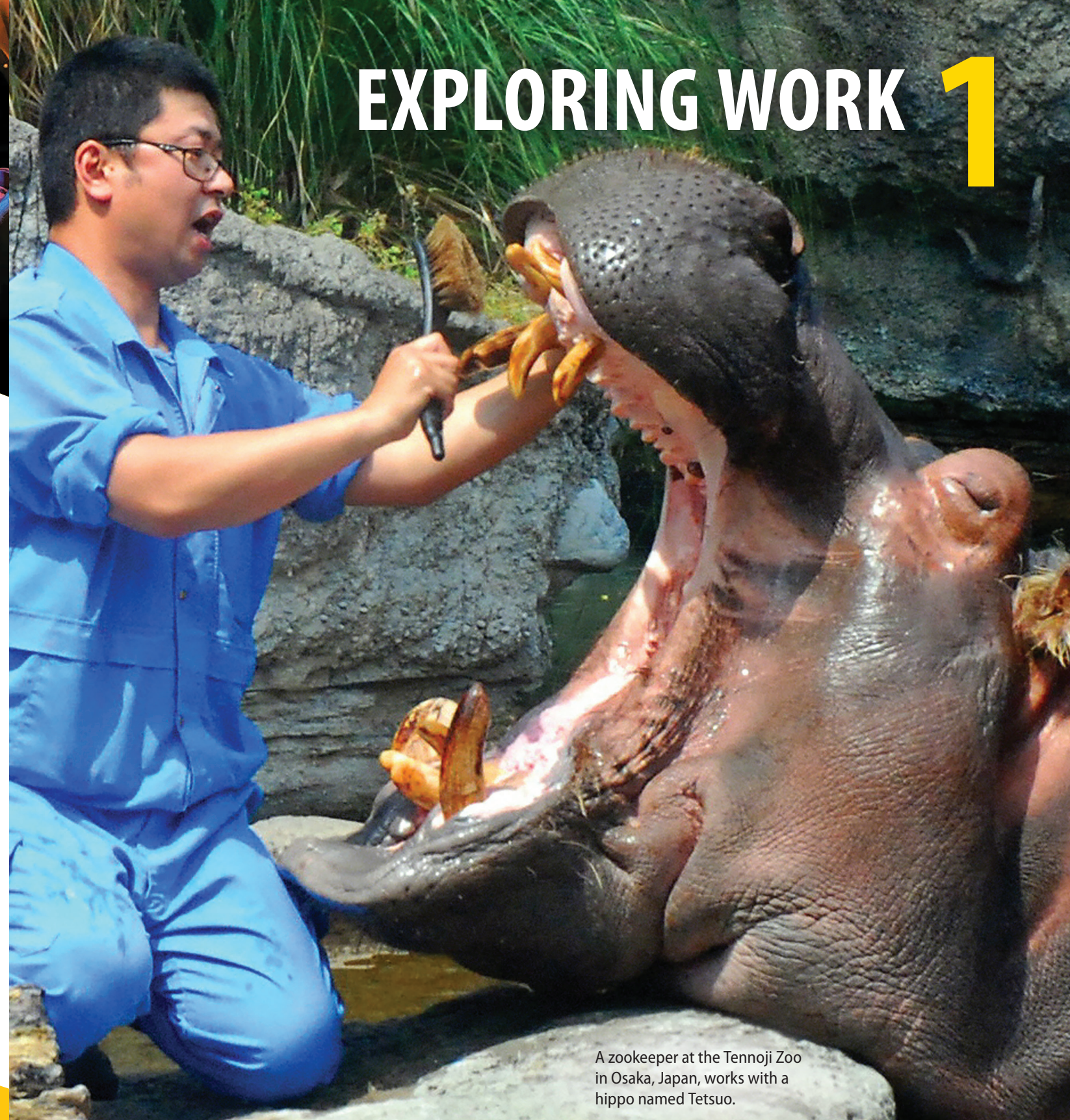
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EXPLORING WORK 1



A zookeeper at the Tennoji Zoo in Osaka, Japan, works with a hippo named Tetsuo.

IN THIS UNIT, YOU WILL:

- Listen to an interview with a National Geographic Explorer
- Watch a video about working in the wild
- Watch or listen to a presentation about how to become an explorer
- Role-play a conversation about dream jobs or Discuss what makes a good job

THINK AND DISCUSS:

1. What is the man in the photo doing? Where does he work?
2. Do you want a job like this? Explain.
3. Is it important to have a good job? Explain.

EXPLORE THE THEME

Read the information. Then discuss the questions.

- 1. Which three job pros do Gen Z employees talk about the most?
- 2. Do you agree? What are your top three job pros?
- 3. What other things do you think are important in a job?

A job pro is something you like about a job. These are the most common job pros that Gen Zers talked about in reviews of their jobs.




MOST COMMON
JOB PROS
FOR GEN Z*


* Gen Z are people born between 1997 and 2012.
Source: Glassdoor Economic Research



This is the office for Selgascano Architecture in Mallorca, Spain. Studies say that workers are happier in offices with plants and sunlight.

A Listen and repeat. Check (✓) any words you already know. 

adventure (n)	creative (adj)	experience (n)	opportunity (n)	skill (n)
communicate (v)	dangerous (adj)	explore (v)	ordinary (adj)	view (n)

B **MEANING FROM CONTEXT** Read and listen to the article. Think about the meaning of the words in blue. Write each word next to its definition below. 

MEET THE EXPLORERS

Different people have different **views** about “big cats,” such as lions and jaguars. Some people think the animals are beautiful, but other people are afraid of them because they can be **dangerous**. Thandiwe Mweetwa and Ricardo Samuel Moreno are biologists, and they love to **explore** the natural world. They both work with big cats and teach **ordinary** people about them.

Thandiwe is from Zambia, and she helps lions in her country. Sometimes people kill these animals because they want to protect their farm animals. So Thandiwe **communicates** with people in the villages and shares her **experiences** so they learn about the lions. She also works to give more **opportunities** to other women scientists.

Ricardo is from Panama, and he often goes on **adventures** in the jungle. Sometimes he tries to photograph jaguars. It’s difficult, and it takes special **skills**. He has to find **creative** ways to photograph them. For example, he uses special cameras in the trees; when a jaguar walks past the cameras, the cameras take photos of the animal.

▼ Thandiwe Mweetwa



▼ Ricardo Samuel Moreno



- _____ (n) a chance to do something
- _____ (adj) having the ability to make things or think of new ideas
- _____ (adj) likely to cause harm or injury
- _____ (v) to travel to different places and learn about things
- _____ (n) an opinion or a way of seeing things

- _____ (n) an exciting time or event
- _____ (n) something that happens to you
- _____ (v) to share information with others
- _____ (n) something you are able to do well
- _____ (adj) not different or unusual

VOCABULARY SKILL Word Families


A word family is a group of words with the same base word. We add prefixes and suffixes to make word forms in the family.

create (v) creative (adj) creatively (adv) creation (n)

When you learn a new word, try to learn the other forms as well. You can write down the form after the word using these abbreviations: (v) for verb, (adj) for adjective, (adv) for adverb, and (n) for noun.

C Work with a partner. Write the different forms of these words. Use a dictionary to help you.

- communicate (v) _____ (n)
- _____ (n) dangerous (adj)
- _____ (v) photographer (n)
- adventure (n) _____ (adj)
- _____ (v) explorer (n)
- skillful (adj) _____ (n)

D Choose the correct form of the word to complete these conversations. Then listen and check your answers. 

- A: Do you like to do (danger / dangerous) things?
B: Sure! I like surfing and skydiving!
- A: Do you take a lot of (photographs / photographers)?
B: Yes, I do. I have thousands on my phone.
- A: What (skillful / skills) do you have?
B: I speak two languages, and I can play the guitar.
- A: Who do you (communicate / communication) with every day?
B: My family and also my teachers at school.
- A: When you go on vacation, do you prefer to have (adventurous / adventures) someplace or to relax on the beach?
B: I like to relax on the beach!

E **PERSONALIZE** Work with a partner and take turns. Ask the questions in exercise D. Answer the questions so they are true for you.

Listening

An Interview with Annie Griffiths

Critical Thinking

A BRAINSTORM Look at the photo by Annie Griffiths and read about her. With a partner, think of two questions to ask Annie.



LISTENING SKILL Listen for Repeated Words and Ideas

Speakers often repeat certain words (and their word forms) when they talk about a topic. They sometimes use synonyms or similar phrases for the key words and ideas. These repeated words help you identify the main idea and the most important information.

*Some people think “**big cats**,” such as **lions and jaguars**, are beautiful, but other people believe the **cats** are dangerous. Thandiwe Mweetwa works with **big cats**. . .*

B Listen to the interview with Annie Griffiths. You will hear these nine words. Check (✓) a word each time you hear it. Which FIVE words are repeated several times?

_____ photographer	_____ places	_____ travel
_____ wildlife	_____ world	_____ communicate
_____ dangerous	_____ people	_____ friends

C MAIN IDEAS Think about the repeated words in exercise B. Check (✓) the main idea of the interview.

- ☐ Annie Griffiths’ work is dangerous sometimes.
- ☐ Annie Griffiths travels around the world as a photographer.
- ☐ Annie Griffiths knows how to communicate with the people she meets.

D DETAILS Listen again and complete these sentences with ONE or TWO words.

- Annie travels to places such as Africa, Australia, the Middle East, and North and South _____.
- Annie loves many places, so it’s hard to choose a _____.
- She takes photos of ordinary people, and she also loves taking pictures of _____ and landscapes.
- When Annie talks to people or acts a little silly, they feel more _____.
- It’s important for photographers to be creative and see things in _____.

CRITICAL THINKING Make Inferences

Sometimes when people speak, they don’t say exactly what they mean. So when you listen, you need to make inferences and guess a speaker’s meaning.

Statement: “I studied biology for six years, and now I study lions in Zambia.”

We can infer: This person knows a lot about biology and lions.

E Think about the interview with Annie. Can you infer these statements? Choose Y for Yes or N for No.

Critical Thinking

- | | | |
|---|---|---|
| 1. Annie prefers to visit dangerous places. | Y | N |
| 2. Annie likes her life of adventure. | Y | N |
| 3. Annie knows how to make friends with strangers. | Y | N |
| 4. Annie thinks everyone has the skills to be a photographer. | Y | N |

F FOCUSED LISTENING Listen to part of the interview with Annie Griffiths. Complete the questions with the words you hear.

- _____ favorite part of the world?
- And _____ like to travel and explore the world so much?
- But _____ communicate with people in so many places?
- So _____ advice _____ for someone who wants to become a photographer?

G RECALL Work with a partner. Role-play an interview between a journalist and Annie.

Critical Thinking

Journalist: You can use the questions in exercise F and also think of some new questions.

Annie: Use the information from the interview to answer the questions in your own words.

A Speaking

For spelling of verbs ending in -s/-es, see the Appendix.

GRAMMAR FOR SPEAKING Simple Present Statements

We use the **simple present** to express:

- habits or routines: *They **work** with animals.*
- things that are always true: *She **enjoys** her job.*

Affirmative	I/You/We/They	live	in Zambia.
	He/She/It	lives	
Negative	I/You/We/They	don't live	
	He/She/It	doesn't live	

Note the verbs *be* and *have* are irregular:

I am	You/We/They are	He/She/It is
I/You/We/They have		He/She/It has

- A** Complete these sentences about work. Use the simple present and contractions.
- Explorers often _____ to different places around the world. (travel)
 - My father is a doctor. He _____ very long hours. (work)
 - I _____ a lot of work, and I get long breaks. (not have)
 - My brother is a soldier. He _____ much vacation time in the army. (not get)
 - Waiters _____ good pay, but they sometimes get big tips. (not receive)
 - My aunt is an artist. She works long hours, but every day _____ different! (be)

- B** Take turns reading the sentences in exercise A with a partner. Then describe each job using an adjective in the box.

badly paid creative dangerous exciting easy hard

> *Explorers often travel to different places around the world. I think it's an exciting job!*

- Critical Thinking **C** **EVALUATE** Work with a group. Choose FOUR jobs. Discuss the pros (good things) and cons (bad things) of each job.

Jobs		Pros and Cons	
artist	engineer	boring / interesting	normal / long hours
builder	photographer	creative	opportunities to learn / travel
businessperson	scientist	dangerous	well paid / badly paid
chef	teacher	difficult / easy	
doctor	veterinarian	exciting	

A: *I think a doctor works long hours.*
B: *That's true, but a doctor is well paid, so that's good.*

PRONUNCIATION Final -s/-es Sounds

For most verbs ending in -s/-es and plural nouns, the -s/-es ending doesn't add an extra syllable.

work → **works** re•ceive → re•**ceives** opp•or•tun•i•ty → opp•or•tun•i•**ties**

When a noun or verb ends with a /s/, /ʃ/, /z/, /dʒ/, or /tʃ/ sound, you pronounce the -s or -es ending with the sound /əz/ or /ɪz/. This adds an extra syllable.

dance → danc•**es** ex•er•cise → ex•er•cis•**es** watch → watch•**es**

- D** Read the sentences and underline any verbs and nouns ending with -s or -es. Write the number of syllables above each word. Then listen and check your answers.
- Annie ⁴communicates with other photographers.
 - My son watches animals in the park.
 - She goes to different places and has amazing experiences.
 - My uncle drives buses for a living.
 - There are 16 doctors and 37 nurses at the hospital.
 - The students have three exercises.

GRAMMAR FOR SPEAKING Adverbs and Expressions of Frequency

We often use **adverbs of frequency** with the simple present. Notice the word order.

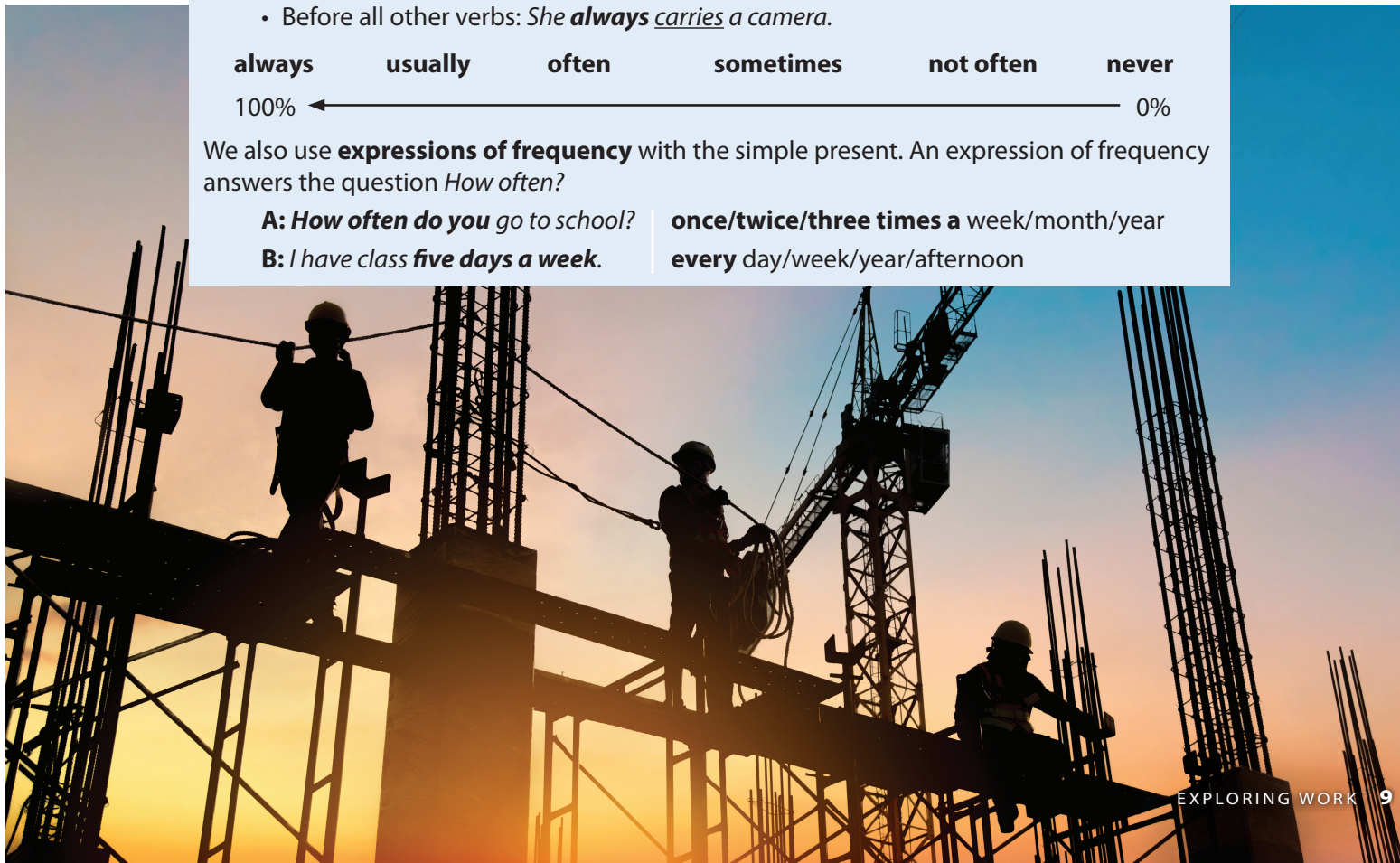
- After the verb *be*: *He's **always** late.*
- Before all other verbs: *She **always** carries a camera.*

always **usually** **often** **sometimes** **not often** **never**
100% ← 0%

We also use **expressions of frequency** with the simple present. An expression of frequency answers the question *How often?*

A: How often do you go to school? **once/twice/three times a week/month/year**
B: I have class five days a week. **every day/week/year/afternoon**

Construction workers work on a new building.



E Write SIX true sentences about people you know. Use ideas from the chart or your own ideas. Remember to change the verb and use the correct word order.

Person	Adverb	Verb phrase	
My mother / father	always	watch TV	at (+ <i>time</i>)
My brother / sister	usually	exercise at the gym	in the morning / afternoon / evening
My best friend	often	wake up	at night
My teacher	sometimes	do homework	on the weekends
	not often	finish work	during the week
My friend [name]	never	play sports	after work / school / class
		work in an office	

> *My mother always wakes up at seven o'clock during the week.*

F Share your sentences from exercise E with a partner. Pronounce the -s ending with an extra syllable where necessary.

G Work with a partner and take turns. Ask questions with *How often do you . . . ?* and a verb phrase from exercise E (or your own ideas). Answer the question with an expression of frequency.

A: How often do you watch TV?

B: About three times a week.

H Read the short description of a job. Then choose the correct adverbs and expressions of frequency in the sentences below.

A DAY IN THE LIFE OF A “DIGITAL NOMAD”

My name is Henry, and I work for a software company. Every day, I start work at eight. I design and write computer programs. I can work from anywhere in the world, so this month I'm in Seoul. Every four or five weeks, I move to a new city or country. My boss lives in Montreal, but as long as we talk on Mondays and Fridays, she's happy.

- 1. He **always / never** starts works at eight.
- 2. He moves to a new country about **once a month / twice a year**.
- 3. He speaks to his boss **every week / twice a week**.

Critical Thinking

I CREATE Follow these steps.

- 1. Choose a job and write a similar “day in the life” description (four or five sentences). Describe what you do, but don't write the name of the job.
- 2. Work with a group. Take turns reading your job descriptions. Try to guess everyone's jobs.



Video

in the field (expression) in nature or the real world
look after (v phr) to take care of something / someone

increase (v) to go up; to rise
population (n) the number of animals in a group

▲ Holly Akello at the CTC Conservation Center in the Butambala District, Uganda

A Watch the video about Holly Akello and an organization called Gorilla Doctors. Are these things true for Holly, the Gorilla Doctors, or both? Write the letters in the chart. ▶

- a. want to help animals
- b. look after different kinds of animals
- c. look after one kind of animal
- d. feed the animals
- e. want to increase the number of animals
- f. need special skills

Holly	Both	Gorilla Doctors


B Watch again. Choose the correct answers. For some questions, both answers are correct. ▶

- 1. Where does Holly work? a. In Uganda. b. At a conservation center.
- 2. Which animal(s) does she look after? a. Lions. b. Snakes.
- 3. Why isn't she afraid of the animals? a. She feeds them. b. She understands them.
- 4. What do the Gorilla Doctors do? a. Study the gorillas. b. Count the gorillas.
- 5. What do they give names to? a. The babies. b. The gorilla families.
- 6. Who do the Gorilla Doctors teach about the animals? a. Other doctors. b. Schoolchildren.


C PERSONALIZE Discuss these questions with a partner.

- 1. In the future, do you want to work with animals? Why? Why not?
- 2. Imagine you are going to interview a person for a job at the conservation center in Uganda. What can you ask at the interview? Write down three questions.

Vocabulary

A Listen and repeat. Check (✓) any words you already know. 

apply (v) enthusiastic (adj) interview (n) perfect (adj) responsible for (adj phr)
candidate (n) equipment (n) manage (v) positive (adj) training (n)

B **MEANING FROM CONTEXT** Listen and write the words you hear. Then think about each word's meaning. 

PART-TIME BARISTAS NEEDED


The university café needs an ¹_____ student to work part-time. Are you the ²_____ person for the job? Baristas are ³_____ making drinks and cleaning the ⁴_____, tables, and chairs. Sometimes you will also need to ⁵_____ the café on your own. Anyone can ⁶_____ because we provide ⁷_____. The successful ⁸_____ is ⁹_____ and wants to learn new skills. Find out more about the job and ask for an ¹⁰_____ by email: info@unicafe.edu.



▲ A barista makes coffee for customers in his café.

C Read comments about working at the university café. Cross out the **bold** words in each sentence and write a word from exercise A.

1. "Builders use a lot of **tools and machines** _____ for their jobs."
2. "Only one **person** _____ has emailed about the job so far."
3. "I think I'm the **best** _____ person for the job."
4. "Why did you **ask** _____ for this job?"
5. "I'm so **excited and happy** _____ about my new job. I can't wait to start!"

D Read and complete part of a conversation with the OTHER five words from exercise A. Listen and check. Then practice the conversation with a partner. 

INTERVIEWER: Thank you for coming to this job ¹_____. I have a few questions. Do you have any experience working in a café?

CANDIDATE: No, I don't. But the job advertisement says you provide ²_____.

INTERVIEWER: That's true. We can train you to use the equipment and make coffee, but it's harder to train people to be friendly! We want to hire very ³_____ people.

CANDIDATE: Oh well, I'm very friendly, and I love to learn new skills.

INTERVIEWER: That's good to know.

CANDIDATE: In my last job in a shop, I was ⁴_____ helping customers.

And sometimes I had to ⁵_____ the shop when my manager was away.

INTERVIEWER: That's very interesting. Do you have any questions for me?

E **CREATE** Work with a partner and prepare for a job interview. Then do the interview.

Critical Thinking

Student A: You are a candidate for the job in the advertisement. Make notes about:

- your work experience and skills (e.g., do you know how to make coffee?)
- your personality (e.g., are you positive and enthusiastic?)



Student B: You are the interviewer. Prepare five questions for the candidate. Find out about:

- the person's work experience and skills
- the person's personality

Listening What Does It Take to Be an Explorer?

Critical Thinking

A PREDICT You are going to hear part of a presentation about how to become an explorer. Write down FIVE words you think you will hear. Then compare your words with a partner.

B MAIN IDEAS Watch or listen to the presentation. How can you prepare to be an explorer? Check (✓) the speaker’s four main ideas.  

1. ☐ Study and explore wildlife.

2. ☐ Study your main interests.

3. ☐ Learn about photography.



4. ☐ Buy an expensive camera.

5. ☐ Learn other languages.

6. ☐ Find out about new things and ask questions.

7. ☐ Try some dangerous activities.

C Did you hear any of your words from exercise A?

D DETAILS Read the statements. Then watch or listen again and choose T for *True* or F for *False*.  

1. The presenter is talking about this topic for the first time.

2. People often don’t know how to become explorers.

3. Most explorers climb mountains and dive in oceans.

4. Andrea Hernandez is an explorer and a filmmaker.

5. Many explorers know how to take good photographs of their adventures.

6. Explorers shouldn’t make mistakes when they speak a local language.

7. Explorers usually travel to dangerous places.

8. You can prepare and get experience in your town or city.

T

F

T

F

T

F

T

F

T

F

NOTE-TAKING SKILL Use Linear Notes and Mind Maps

When you take notes, it’s important to write down key words; these are often repeated words. You also need to organize your notes.

You can write notes in a list with subheads, numbers, and bullet points.

How to become an explorer (topic)

1. Choose your interest. (subtopic)

- history?
- wildlife?

Some people also draw little pictures or use symbols in their notes. There is no correct way to take notes. Use a strategy that works for you.

Or you can write notes using a mind map.

how to become an explorer

Choose your interest.

history?

wildlife?

14 UNIT 1 LESSON B


Critical Thinking

E EXPLAIN Discuss these questions with the class.

1. When do you have to take notes? In class? When you watch a video for homework?

2. How do you decide which words to write down?

3. How do you organize your notes? Do you write lists, use mind maps, or do something else?

F Listen to part of the presentation again. Take notes about how to become an explorer. Use some of the strategies from the Note-Taking Skill. 

G Compare your notes with a partner and answer these questions.

• Did you write down similar key words?

• How similar or different are your note-taking strategies?

▼ Bertie Gregory swims through a school of fish with his camera.


A diver wearing a blue long-sleeved shirt and a black diving mask is swimming underwater, holding a large, professional-grade underwater video camera. The camera has a large, circular light attached to it. The diver is surrounded by a massive school of small, silvery fish that fill the entire frame. The water is clear and blue.


EXPLORING WORK 15

B Speaking

See Speaking
Phrases in the
Appendix.

SPEAKING SKILL Say That You Don't Understand

Here are some expressions to say you don't understand what someone says.
I'm sorry? I'm not sure what you mean. Can you explain (that)?
I don't understand. I'm not sure I follow. Can you repeat that/say that again?
 **ONLINE** When you speak online, it can be more difficult to follow what people are saying. You may have to ask for an explanation more often.

- A** Listen to part of a conversation between a career advisor and a student. Check (✓) the FOUR expressions you hear. 
1. ☐ I'm sorry?

2. ☐ Can you explain?

3. ☐ I'm not sure what you mean.

4. ☐ I'm not sure I follow.

5. ☐ I don't understand.

6. ☐ Can you say that again?

- B** Practice these conversations with a partner. Student B uses an expression from the Speaking Skill box. Then switch roles and practice the conversation again using different expressions.
1. A: You need special training to be a computer programmer.
B: ...
A: Well, you need to learn math and technology skills. That's important.

2. A: A job in tourism is an adventure.
B: ...
A: Every day you meet people from different places and cultures.

3. A: Some people are digital nomads, and they work in different countries.
B: ...
A: With an online job, you can work from anywhere with an Internet connection.

GRAMMAR FOR SPEAKING Simple Present Yes/No and Wh- Questions

Simple present yes/no questions <i>Is he/she good at languages?</i> <i>Are they creative?</i> <i>Do they have fun?</i> <i>Does the photographer like to travel?</i>	Short answers <i>Yes, he is./No, she isn't./No, she's not.</i> <i>Yes, they are./No, they aren't./No, they're not.</i> <i>Yes, they do./No, they don't.</i> <i>Yes, she does./No, he doesn't.</i>
Simple present wh- questions <i>Where's Thandiwe from?</i> <i>What's your favorite subject?</i> <i>What do you love to do?</i> <i>When do you usually get up?</i> <i>How often are you late for school?</i>	Answers <i>She's from Zambia.</i> <i>Geography.</i> <i>I love to travel.</i> <i>At seven during the week and at nine on weekends.</i> <i>I'm never late! I'm always on time.</i>

- C** Write questions with the words. Use the correct verb form. Then practice with a partner.
1. A: _____ (your / favorite / be / what / food)
B: I love sushi!

2. A: _____ (from / your best friend / be / where)
B: She's from a small town near this city.

3. A: _____ (for work / travel / anyone in your family)
B: My mother does. She's a pilot.

4. A: _____ (how / go shopping / often / do / your family)
B: About once a week. We always go on the weekend.

5. A: _____ (how / relax / on weekends / you)
B: My friends often visit, and we play video games or watch a movie.

- D** Ask and answer the questions from exercise C with your partner. Give your own answers.

- E** Complete the questions in this questionnaire with the correct form of *be* or *do* or a *wh-* word. Then ask and answer the questions with a partner. Ask follow-up questions and take notes.

Career Questionnaire	
Interview questions	My partner's answers
1. What _____ you study at school or in college?	
2. _____ you interested in a particular career?	
3. What _____ you like to do in your free time?	
4. _____ often do you spend time outdoors?	
5. _____ you have good communication skills?	
6. _____ you a creative person?	
7. _____ is more important to you in a job: adventure or money?	
8. Think of a good friend. How _____ this person describe you? (e.g., helpful, fun, etc.)	

- F ARGUE** Think about your partner's answers in exercise E. Decide on a good job for your partner. Then form a group with another pair of students and follow these steps.
1. Tell the group which job is best for your partner. Explain your reasons.

2. Tell the group your opinion of your partner's choice of job for you. Is it a good job for you?

Critical Thinking

SELF-ASSESS

How well can you ...?	Very well.	OK.	I need improvement.
use the key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pronounce final -s / -es sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the simple present and adverbs of frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
say you don't understand something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- A VOCABULARY** Complete the tasks.
1. Say answers to the questions. Use complete sentences.
a. What are your best **skills**?
b. How well do you **communicate** with your parents or teachers?
c. What are you **responsible for** at home?
2. Cross out the word that does NOT belong in each group (verb, adjective, or noun). Explain.
a. positive adventure creative dangerous
b. experience candidate explore equipment
c. manage apply communicate ordinary
- B PRONUNCIATION** Say these words, adding a final -s ending. Check (✓) the words that add a syllable.
candidate experience manage photographer relax travel watch
- C GRAMMAR** Ask questions for these answers.
1. Yes, I do. 3. Usually at noon. 5. It's important to be good at English.
2. No, he doesn't. 4. She lives in Boston. 6. Twice a week.
- D SPEAKING SKILL** Complete the conversations. Say sentences to show that you don't understand.
1. A: Do you have the right skills for the job?
B: ...
A: I mean, what are you good at? For example, do you have good communication skills?
2. A: You have to add -s with *he* or *she*.
B: ...
A: With the simple present in English, you add -s to the verb after *he* or *she*.

RE-ASSESS What skills or language do you still need help with?

OPTION 1 Role-play a conversation about dream jobs


- A** Imagine it is the future and you have your dream job. Write notes about the job using these questions.
1. What's your job title? 4. Do you work with other people or on your own?
2. Where do you work? 5. Why is this job important?
3. Which special skills do you need? 6. What are some pros and cons of the job?
- B** Interview a partner using the questions in exercise A. Take notes about your partner's answers.
- C** Work with a new partner. Tell them about your partner's answers in exercise B.

> In the future, Cal is a filmmaker, and he makes animated films


▼ A filmmaker prepares to film in his home studio.



OPTION 2 Discuss what makes a good job

A MODEL A group of students is discussing what is important in a job. Listen. Which of these things do they discuss? Check (✓) Yes or No. 

Do the students discuss . . . ?	Yes	No
1. training and learning new skills	<input type="checkbox"/>	<input type="checkbox"/>
2. coworkers (people you work with)	<input type="checkbox"/>	<input type="checkbox"/>
3. their manager	<input type="checkbox"/>	<input type="checkbox"/>
4. good work hours	<input type="checkbox"/>	<input type="checkbox"/>
5. good pay	<input type="checkbox"/>	<input type="checkbox"/>
6. place of work (shop, office, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
7. vacation	<input type="checkbox"/>	<input type="checkbox"/>

B ANALYZE THE MODEL Listen again and check (✓) the FIVE phrases you hear. How do these phrases make the discussion better? 

1. ☐ We need to discuss . . .
2. ☐ Can I start?
3. ☐ Can I go next?
4. ☐ I think that . . .
5. ☐ What do you think?
6. ☐ Do you want to go next?
7. ☐ Can I say something?

COLLABORATION SKILL Take Turns

In a group discussion, take turns when you speak and remember to let other people speak.

Start:

Take your turn:

Ask someone to speak:

We need to discuss . . .


Can I start . . . ?

Can I go next?

Can I say something?

Do you want to go next?

What do you think?

 **ONLINE** When you communicate online, it's more difficult to know when to speak. Make sure everyone gets a turn. It can help to use people's names.
Ahmed, what do you think?

C PLAN Look at the list of items in exercise A and think about what makes a good job. Rank the items in order of importance for a job from 1 to 7. (1 = most important, 7 = least important)

D DISCUSS Work in a group of three or four and follow these steps:

1. Take turns. Present your list of items from exercise C. Explain your reasons.
2. Discuss the lists and try to agree on the final order as a group.

E REPORT As a group, report back to the class.

- If you agreed at the end of your discussion, present your final order.
- If you still disagree, explain why.



The Battle of the Blues is a yearly cricket game between Royal College and S. Thomas' College in Sri Lanka.

GOOD TIMES,
GOOD FEELINGS 2

IN THIS UNIT, YOU WILL:

- Watch or listen to a lecture about nostalgia
- Watch a video about a reunion
- Listen to a talk about a memory experiment
- Play two truths and a lie
or Present a special object or photo

THINK AND DISCUSS:

1. What is happening in the photo? Why do you think all these people are excited?
2. Read the unit title. What do you do to feel good?