

J YOUR TURN Work in pairs. Choose one of the scenarios. Then role-play the conversation. Take turns playing the role of listener. Use Steps 1 to 3 from Exercise B and the phrases in the box below to help you.

Scenario 1: Student A and Student B are classmates. They take an English language class together. They receive the results of their midterm test. Student A didn't do well and looks upset. Student B asks Student A about their results and plays the role of listener.

Scenario 2: Student A and Student B are colleagues. Student A has an important presentation next week and looks nervous and worried. Student B asks Student A about their presentation and plays the role of listener.

SHOWING YOU'RE LISTENING

I see.	Oh, no. / Oh, dear.	That sounds terrible.
Really?	Hmm ... / Uh-huh ...	I'm sorry to hear that.

K Think about your conversations from Exercise J.

1 As the listener, what can you do to help your partner? Note down some actions you can take to show you care about them.

2 Share your ideas with your partner.

3 Do you think your partner was an active listener? Why, or why not? Discuss with your partner.

Reflect

1 Complete these sentences with your own ideas.

a The most useful thing I have learned about in this unit is _____

b One thing I found interesting about active listening is _____

2 When should you use active listening? Why?



The Right Skills

3



A carpenter in Yunnan Province, China

In this unit, you will ...

- talk about abilities
- watch a video about how we see ourselves
- read an article about not giving up
- give and respond to advice
- write a job-seeking profile

Warm Up

Discuss the questions with a partner.

- 1** The photo shows a carpenter from China working on a piece of wood. What do you think she is making?
- 2** What skills do you need to be a carpenter?
- 3** What are some skills you would like to learn?

3A Things people are good at

Use vocabulary related to abilities • Understand a video about a unique ability • Talk about your abilities

Vocabulary Abilities

A Match the verbs (1–8) to the nouns (a–h) to form common collocations for abilities.

- | | | | |
|--------------------|------------|--------------------|--------------|
| 1 taking <u>c</u> | a problems | 5 drawing _____ | e people |
| 2 giving _____ | b a team | 6 following _____ | f pictures |
| 3 solving _____ | c photos | 7 playing _____ | g directions |
| 4 working in _____ | d advice | 8 talking to _____ | h sports |

B Complete the sentences using the abilities from Exercise A.

- I love _____, but I need a good camera to do it as a job.
- One person can't do this job. You need to be good at _____.
- In this job, you have to be good at listening to instructions and _____.
- He's very fit, and he's great at _____ like tennis and basketball.
- In this job, you meet lots of customers. Do you enjoy _____?

C Work in pairs. Talk about the abilities in Exercise A. Say what you're good at doing and what you're not good at doing.

I'm good at taking photos, but I'm not so good at following directions.

▼ An artist painting a picture on a wall



Viewing

D ▶ 3.1 Watch the video and choose the correct option.

Contact jugglers _____.

- throw balls into the air
- juggle many different things
- roll balls on their bodies

E ▶ 3.1 Watch again. Choose T for true or F for false.

- | | | |
|--|---|---|
| 1 Many people watch Okotanpe on YouTube. | T | F |
| 2 The balls are very soft. | T | F |
| 3 Okotanpe practices every day. | T | F |
| 4 Okotanpe also does magic tricks. | T | F |



▲ Okotanpe is a contact juggler from Japan.

F Is contact juggling difficult? What skills do you need to be a contact juggler? Discuss with a partner.

Speaking

G Write two true and two false statements about things you are good or bad at. Use the words in the box to describe how good or bad you are at doing them.

True

- _____
- _____

False

- _____
- _____

SPEAKING SKILL Talking about abilities

When talking about an ability, it helps to say how good or bad you are at it. You can use the expressions *good at*, *bad at*, or *OK at* (with modifying adverbs) to do this.

- | | | | |
|--------------|------------|-------------------------------|--------------------|
| GOOD: | <i>I'm</i> | <i>very / really / pretty</i> | <i>good at ...</i> |
| OK: | <i>I'm</i> | <i>OK / not very good</i> | <i>at ...</i> |
| BAD: | <i>I'm</i> | <i>very / really / pretty</i> | <i>bad at ...</i> |

H Work in small groups. Share your statements from Exercise G. Can the others guess which statements are false?

I'm pretty good at cooking.

Hmm. I think that's true.

You're right. I'm good at making pasta, and some Vietnamese dishes too.

3B Turning talent into cash

Analyze an infographic about unusual jobs • Use simple present questions and *can* • Talk about talents and abilities

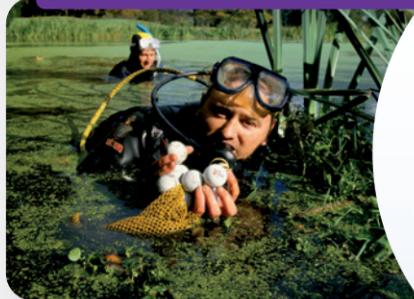
Language in Context

Odd Jobs

Do you have a unique talent?
There might be a job out there waiting for you!

Golf ball diver

Dive underwater and search for golf balls.



Must be:

- Able to dive
- Fit and healthy
- Able to work in the dark

Potential Salary
\$\$\$\$\$

Puzzle maker

Make puzzles for books, games, and escape rooms.



Must be:

- Intelligent
- Very creative
- Able to write clear instructions

Potential Salary
\$\$\$\$\$

Furniture flipper

Buy old furniture, make it look new, and sell it.



Must be:

- Good with tools
- Creative
- Good at finding deals

Potential Salary
\$\$\$\$\$

Line stander

Wait in line to buy things for other people.



Must be:

- Very patient
- Able to work alone
- Able to stay still for a long time

Potential Salary
\$\$\$\$\$

A Work in pairs. Look at the infographic and discuss these questions. Give reasons for your answers.

- 1 Which jobs are easy? Which are hard?
- 2 Which jobs pay well? Are you surprised by how much the jobs pay?
- 3 Which job do you think is good for you?

I think being a golf ball diver is very hard.

Really? I think it's fun. And the pay is really good too!

B **3.1** Listen to two people talking about the four jobs in the infographic. Match the parts to complete the sentences.

- | | |
|---|----------------------------|
| 1 Caleb thinks he can't be a ____. | a golf ball diver |
| 2 Caleb is interested in being a ____. | b furniture flipper |
| 3 Briana says she can't be a ____. | c puzzle maker |
| 4 Briana is interested in being a ____. | d line stander |

Language Focus Describing abilities and talents (1)

GRAMMAR 1 Simple present questions and answers

<i>Are you good at puzzles?</i>	Yes, <i>I am.</i> / No, <i>I'm not.</i>
<i>Is she bad at following directions?</i>	Yes, <i>she is.</i> / No, <i>she isn't.</i>
<i>Do they know how to swim?</i>	Yes, <i>they do.</i> / No, <i>they don't.</i>
<i>Does he know how to repair furniture?</i>	Yes, <i>he does.</i> / No, <i>he doesn't.</i>
<i>What is she good at?</i>	<i>She's good at taking photos.</i>
<i>What do they know how to do?</i>	<i>They know how to fix things.</i>
<i>What skills does he have?</i>	<i>He knows how to paint.</i>

For more information and practice, see Grammar Reference.

C Match the questions and answers.

- | | | |
|--|-------|---|
| 1 Are you good at team sports? | _____ | a Yes, they are. |
| 2 Do you know how to swim? | _____ | b No, I'm not. |
| 3 Are your classmates good at working in a team? | _____ | c She speaks English. |
| 4 What language does your mother speak at home? | _____ | d Yes, I do. |
| 5 What languages do your friends speak? | _____ | e Yes, she is. |
| 6 Is your best friend good at giving advice? | _____ | f They speak English and Arabic. |

D Unscramble the words to make questions.

- 1 are / good / you / making / at / plans
_____?
- 2 know / to / cook / you / do / how
_____?
- 3 good / is / at / people / best friend / talking to / your
_____?
- 4 advice / your / are / at / good / friends / giving
_____?
- 5 friends / do / play / what / your / sports / you and
_____?

E Work in pairs. Ask and answer the questions in Exercise D.

Language Focus Describing abilities and talents (2)

GRAMMAR 2 can for ability

<i>Can you repair furniture?</i>	Yes, <i>I can.</i> / No, <i>I can't.</i>
<i>Can she swim?</i>	Yes, <i>she can.</i> / No, <i>she can't.</i>
<i>Can they work in a team?</i>	Yes, <i>they can.</i> / No, <i>they can't.</i>
<i>What abilities or talents do you have?</i>	<i>I can draw / play sports.</i>

For more information and practice, see Grammar Reference.

F Look at the example sentences in the Grammar 2 box. Then choose the correct option.

After *can*, we always use the **base form** / **-ing form** of the verb.

G Rewrite the sentences and question using *can* or *can't*.

- 1 Jeff knows how to speak French. _____
- 2 Lisa is good at drawing people. _____
- 3 I don't know how to drive. _____
- 4 Do they know how to cook? _____

H 3.2 Complete the text about Arthur Benjamin using the words in the box. Then listen and check your answers. What is Benjamin good at?

can can't do doing good

Arthur Benjamin is a "mathemagician." He is very ¹_____ at ²_____ math, but he also knows how to ³_____ magic. During his performances, Benjamin invites people on stage to see who ⁴_____ solve a difficult math problem first. He lets them use calculators, but he does the math in his head. Most people ⁵_____ beat Benjamin. He almost always solves the math problems first.

GLOBAL ENGLISHES *can* and *can't*

The word *can* is pronounced the same in most types of English. However, the word *can't* is pronounced differently in different places. For example, people use an /æ/ sound in American English and an /ɑ:/ sound in British English.

Speaking Talking about our talents

I Write three questions to ask your classmates. Then walk around and ask them. Write the names of two students who answer yes.

Questions	Names
Are you good at _____?	
Do you know how to _____?	
Can you _____?	

J Work in pairs. Look at your information in Exercise I. What odd or unusual jobs can your classmates do?

3C

How we see ourselves

Understand a video about how we see ourselves • Apply information • Make a talk more personal



Before Viewing

A How good are you at the following things? Mark them A (average), AA (above average), or BA (below average).

- | | |
|----------------------|-------------------|
| 1 ___ playing sports | 3 ___ grammar |
| 2 ___ managing money | 4 ___ being funny |

B Do you think other people would agree with your ratings in Exercise A? Why, or why not? Discuss with a partner.

C Read the sentences below. The words in **blue** are used in the video. Write them next to their definitions.

- He's not good or bad at tennis. He's just **average**.
 - I can't beat her at chess. She's an **expert**.
 - Don't **judge** her by how she looks. She's really good at her job!
 - I'm not very happy with my **score**. I think I can do better.
- _____ : a person who knows a topic well
 - _____ : to form an opinion of something
 - _____ : the same as most other people
 - _____ : the marks or points one gets for a test

The video *How We See Ourselves* talks about how many of us don't really know how good we are at things. It shows why this can be a problem and suggests ways to better understand our own skills.

LISTENING SKILL Noticing questions

Questions in a talk often tell us we are about to hear something important. Speakers use them to introduce key points and help listeners follow the talk more easily.

Speakers don't always answer the questions they ask. Sometimes, they want their listeners to think of the answers themselves. This can make the talk more interesting to the listeners.

D  **3.3** Listen to an excerpt from the video. Answer the questions.

- 1 How many questions does the speaker ask?
- 2 Does the speaker give you enough time to think of good answers?

E  **3.3** Listen again. Why do you think the speaker asks so many questions? Discuss with a partner.

He wants listeners to think about different types of skills ...

Viewing

F  **3.2** Watch Part 1 of the video. Choose the sentence that best explains the Dunning-Kruger effect.

- a We're good at judging our own skills, but not other people's skills.
- b Many people think they are better than they really are at things.
- c Experts are not good at judging their own skill levels.

G  **3.3** Watch Part 2 of the video. Then complete the notes below about the three studies in the video.

RESEARCH AND FINDINGS

Finding:

People are bad at judging their abilities.

Study 1: Students

– Did tests on ¹ _____, thinking skills, and humor.

– Bottom ² _____ % put themselves in the top 40%.

Study 2: Teachers

– ³ _____ % thought they were in the top 25%.

– ⁴ _____ % thought they were in the top 50%.

Study 3: Drivers

– 88% thought they were in the top ⁵ _____ %.

– 38% of drivers were ⁶ _____ about their ability.

Why?

When we're new to something ...

– we don't know what we don't know.

– we can't see all our ⁷ _____.



◀ Most drivers think they're better than average.

H  **3.4** Watch Part 3 of the video. Choose the correct answers.

- 1 People **are** / **aren't** usually quick to change once they learn more about a skill.
- 2 **Students / Experts** often think that others know the same things they do.
- 3 To know how good you really are, ask people what they think and **continue to learn / make mistakes**.

Critical Thinking Applying information

Applying an idea to your own life can make the idea easier to understand. It can also help you decide if the idea is good or bad.

- I Look back at your answers in Exercise A. Then think about the ideas from the video. Would you like to change how you rated your skills? Why, or why not?
- J Work in small groups. How many people changed their ratings from Exercise A? Do you agree that most people experience the Dunning-Kruger effect?

PRESENTING SKILL Making a talk more personal

To make a talk more personal, speakers use words like *we*, *us*, and *our* instead of words like *you*, *they*, *them*, *their*, or *people*. This makes listeners feel closer to the speaker—like they are in the same group and share similar feelings and experiences.

K  **3.5** Read the text below. Which words can we replace to make it more personal? Watch the video and check your answers.

When people are new to a topic, they don't know what they don't know. They can't see that they're doing badly because they're not good or experienced enough to see their mistakes.

L Rewrite this passage to make it more personal. Then practice reading it with a partner.

To succeed at work, you need skills like good communication and teamwork. You need to be good at problem-solving, and you need good tech skills to help you do your job better.

Reading

A Work in pairs. Discuss the questions below.

- 1 What are some things you often practice?
- 2 Do you sometimes want to give up practicing that thing? Why, or why not?

B You are going to read an article about not giving up. Skim the article. Then complete it by writing these headings (a–c) in the correct places (1–3).

- a Try something new b Don't give up c Pass it on

C Read the article. Then complete the summary. Use one or two words from the article for each answer.

When we ¹_____ new things, we often ²_____ quickly at first, and then we hit a wall. We slow down after we learn all the ³_____. When this happens, it's important to ⁴_____. You can also look for ⁵_____ to do things and ⁶_____ others what you know to help you get better.

D Match the situations (a–c) to the tips from the article (1–3).

- 1 Try something new ____ 2 Don't give up ____ 3 Pass it on ____
- a Lanya is helping her friend learn the guitar. After sharing what she knows, Lanya now feels she understands the instrument better.
- b Bryan does yoga at home but feels tired after his practice. He decides to try doing yoga in the park.
- c Frida works hard on improving her Spanish. She doesn't see any improvement but continues anyway.

E Find these idioms in blue in the article. Choose the correct words to complete the definitions.

- 1 When you **hit a wall**, you feel like you **start / stop** improving.
- 2 If you're **spinning your wheels**, you're **getting a lot done / wasting time**.
- 3 When we **mix things up**, we **change / repeat** what we do.
- 4 When things **happen overnight**, they happen **very quickly / when nobody is watching**.

TIP

Vocabulary

Understanding idioms

An idiom is a phrase you can't understand just from the words in it. Check a dictionary, or look at the words before or after the idiom to get clues.

Critical Thinking

F Look back at the three tips in the article. Think about something you are trying to learn. Then rank the tips from 1 (most useful) to 3 (least useful). Compare your rankings with a partner. Use examples to explain your rankings.

- a ____ Try something new b ____ Don't give up c ____ Pass it on

PUSHING past the wall

A Jacob is learning the guitar. He practices a lot and is getting better quickly. Then suddenly, BAM! He's stuck,¹ and nothing he does seems to work. This happens to everyone. We learn something new, we improve quickly at the beginning, and then—much like Jacob—we **hit a wall**. But what can we do about this?

¹ _____

B The early part of learning a new skill is often quick and easy. However, once the easy parts are over, things slow down. This is normal, so keep going! You may think you're just **spinning your wheels** and going nowhere, but you're probably still improving. You just can't see it so clearly, but give it some time and you'll soon notice results.

² _____

C If you always practice something in the morning, try a different time. Or if you want to improve your pronunciation in a new language, record yourself or listen to different voices. Look for new ways to do things.

When we **mix things up**, we allow ourselves to learn new things.

³ _____

D A great way to learn is to teach. Explain what you know to someone. This helps you see what you're good at and not so good at. If you're not sure about a new grammar point, for example, teach it to a friend. You understand something better when you explain it in your own words.

E When you hit a wall, it's important to not just give up. Keep going and push past it! But try different things too, and find people you can learn from *and* teach. If you work smart, you can continue to improve. Just don't expect² it to **happen overnight**.

¹stuck (adj.) unable to learn more or get better

²expect (v.) to think something is going to happen

The term "hit the wall" comes from marathon running. Many runners in this 42-kilometer race "hit the wall" after about 30 kilometers: they feel like they can't continue.



3E Tips and advice

Listen to a coworker give advice • Use language for giving and responding to advice • Give advice

Communication in Context

A Think of a time you asked someone for advice. Discuss with a partner.

- 1 What kind of advice did you need?
- 2 Who did you ask?
- 3 How did it feel to ask this person for advice? Was it easy?

I once asked my friend's dad for advice about a job ...

B 3.5 Listen to a conversation. Elizabeth is asking her coworker Liam for advice about giving presentations. Check (✓) the advice that Liam gives.

- | | |
|--|---|
| <input type="checkbox"/> a Practice the presentation several times. | <input type="checkbox"/> f Include interesting photos and stories. |
| <input type="checkbox"/> b Put a lot of text on the slides. | <input type="checkbox"/> g Repeat the main points at the end. |
| <input type="checkbox"/> c Don't go past your time. | <input type="checkbox"/> h Include an idiom or quote. |
| <input type="checkbox"/> d Read all the text on the slides. | <input type="checkbox"/> i Thank the audience for listening. |
| <input type="checkbox"/> e Speak quickly, without long pauses. | <input type="checkbox"/> j Ask the audience questions. |

C Work in pairs. Discuss these questions.

- 1 Which of Liam's tips do you think is most useful?
- 2 Do you disagree with any of his suggestions?
- 3 What other tips can you add to his list?
- 4 How do you think Elizabeth felt about Liam's advice?

D 3.6 Read the sentences and questions below (1–6). Then listen and circle the weak forms of *can*.

- 1 **Can** I ask you for some advice?
- 2 Of course you **can**. How **can** I help?
- 3 Oh, you **can't** do that.
- 4 You **can** include interesting photos and stories.
- 5 And I also like to include an idiom or a clever quote if I **can**.
- 6 That's great advice, Liam. I **can't** thank you enough.

TIP

Pronunciation

Weak form of *can*

In the weak form of *can*, we use the schwa sound /ə/ for the *a*. We often use the weak form in positive sentences. We do not use it in questions beginning with *Can* (*Can I ... ?*) and in short answers. (*Yes, I can.*) We also do not use it in the negative *can't*.

Communication Task Giving advice

E Work in pairs. Read the three forum posts (A–C) on the next page. Write two pieces of advice for each situation.

I think person A can prepare an outline ...

Person B can look for a piano teacher ...

Problem

A I'm trying to write a blog, but I often look at the blank screen and don't know where to start. I think I have writer's block. What can I do?

Advice 1

Advice 2

B I'm learning to play the piano. I practice every day, but I'm not getting better. I'm stuck! Is there something I can do?

C I work in marketing, but I don't speak during meetings. I have ideas but I'm shy. Maybe marketing is not for me. What do you think?

F Look at the expressions for giving and responding to advice below. Discuss with a partner.

Which expressions for **giving** advice do you use to ...

- | | |
|------------------|-------------------------|
| 1 suggest ideas? | 2 warn about bad ideas? |
|------------------|-------------------------|

Which expressions for **responding to** advice do you use for ...

- | | |
|----------------------------------|--------------------------------|
| 3 advice you like? | 5 advice you think won't work? |
| 4 advice you are not sure about? | |

GIVING ADVICE

Try (using more photos).
Why don't you (talk to someone)?
You need to (practice what to say).
It's important not to (give up).

RESPONDING TO ADVICE

That's a good / great idea.
That's an interesting idea.
Thanks, I'll think about it.
I don't think that's a good idea.

G Work in pairs. Choose one forum post from Exercise E. Student A is the person with the problem. Student B gives Student A advice. Follow these steps.

- 1 Student A describes the problem and asks for advice.
- 2 Student B listens and uses the expressions in Exercise F to offer advice.
- 3 Student A uses the expressions in Exercise F to respond to the advice.
- 4 If necessary, repeat steps 2 and 3 until Student A accepts the advice.
- 5 Switch roles and repeat with a different post.

Preparing to Write

- A** Some people do not have one main job. They do many small jobs for different people. To help people find them, they create job-seeking profiles on websites. Complete the two profiles below using the words in the box.

animals can can't children friendly speak

English tutor looking for work

My name is Peter. I'm 19 and a full-time student. I'm looking for a part-time job as a tutor. I can work face-to-face or online.

Skills

I can ¹ _____ English and Japanese.
I'm good with ² _____.
I'm ³ _____ and organized.
I'm good at making lessons fun.

Contact me at peter993@mail.com

Need help with your pets?

Experienced pet sitter looking for work. I ⁴ _____ work evenings, but I'm free in the morning and afternoon.

Skills

I'm very good with ⁵ _____.
I ⁶ _____ feed and walk your pet.
I can also give your dog a bath (not cats).
I'm honest and hardworking.

Please call Naomi at 555-8120

- B** Look at these skills and qualities. Write two for each job (1–5) below. Then work in pairs and discuss the reasons for your answers.

good with animals	can ride a bike	friendly
good with money	can speak two languages	hardworking
good with people	can work alone or on a team	honest
good with technology	can write well	organized

- | | | |
|-------------------|-------|-------|
| 1 Pet sitter | _____ | _____ |
| 2 Tour guide | _____ | _____ |
| 3 Video editor | _____ | _____ |
| 4 Sales assistant | _____ | _____ |
| 5 Delivery person | _____ | _____ |

Writing

- C** Imagine you are posting your own job-seeking profile on a website. Think about the skills you have and the kind of jobs you can do. Choose one job and write your profile. Use the two profiles above as models to help you.
- D** Exchange profiles with your partner. Imagine you are an employer. Do you think the information your partner wrote is useful? How can they improve their profile? Think about the skills listed and the tone of the profile.

Career Paths 4



National Geographic Explorer David Sengh working on a robotic leg

In this unit, you will ...

- explore different jobs and careers
- watch a TED-Ed video about achieving a goal
- read an article about someone's career path
- take a career quiz and discuss the results
- create a career plan

Warm Up

Discuss the questions with a partner.

- 1 The photo shows engineer David Sengh at work in a lab. What is he making? Who is it for?
- 2 Is this job interesting to you? Why, or why not?
- 3 What are some jobs you think you would like?