



COVER

U6-ED2-BOOK

ENGLISH

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UNIT

6

Life Plans

PREVIEW

What's the best career for you?

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

- work on experiments in a science laboratory
- write songs
- manage a department of a large business corporation
- repair furniture
- be a doctor and care for sick people
- design the stage scenery for a play
- teach adults how to read
- study a company's sales
- restore antique cars
- teach science to young people
- help families with problems
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with marriage problems
- start my own business
- build houses

Write the number of check marks you have by each color.

Field: BUSINESS SCIENCE CRAFTS
 SOCIAL WORK ARTS

A DISCUSSION Talk about the questions.

- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?

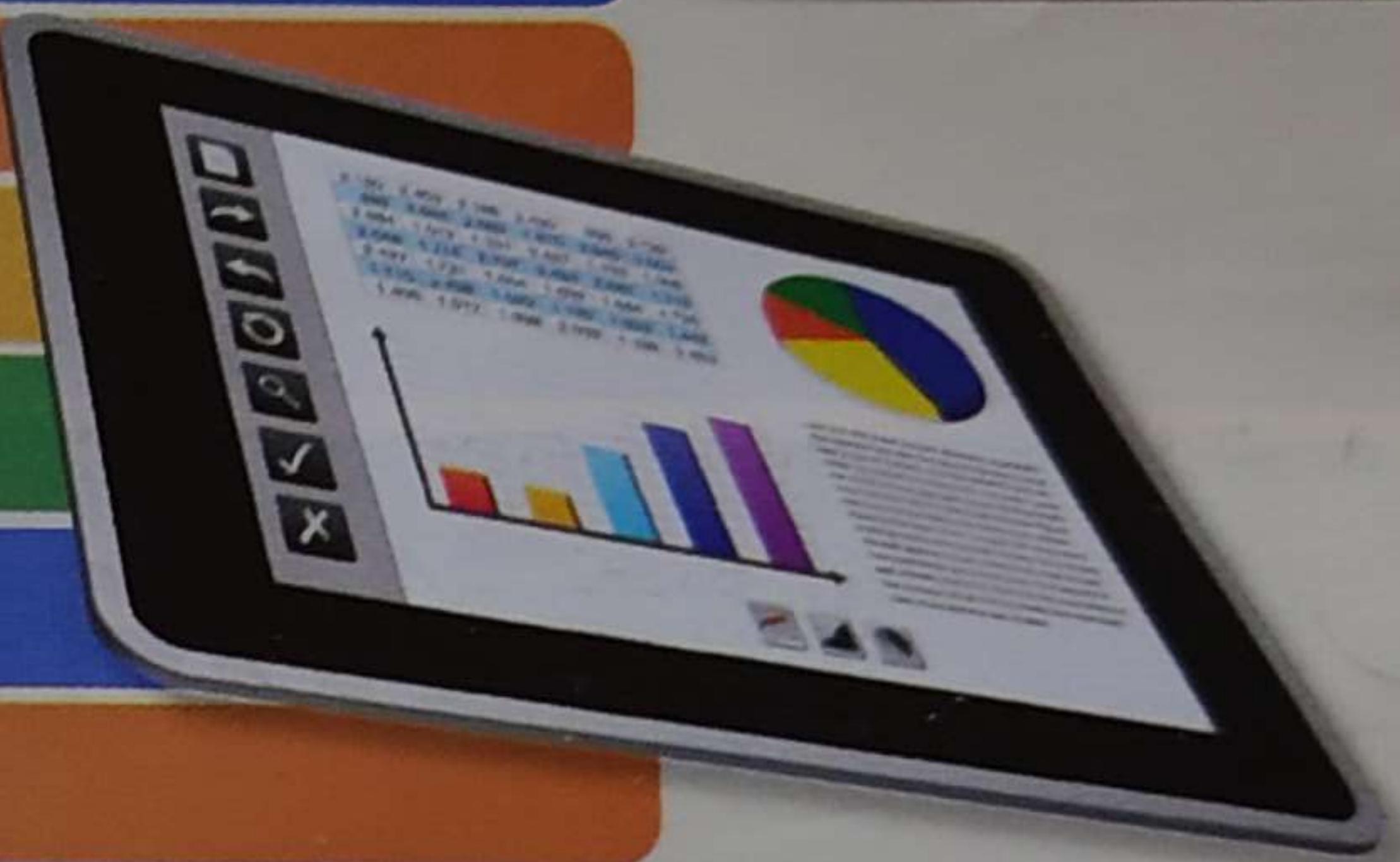


PHOTO STORY Read and listen to a conversation about a career choice.

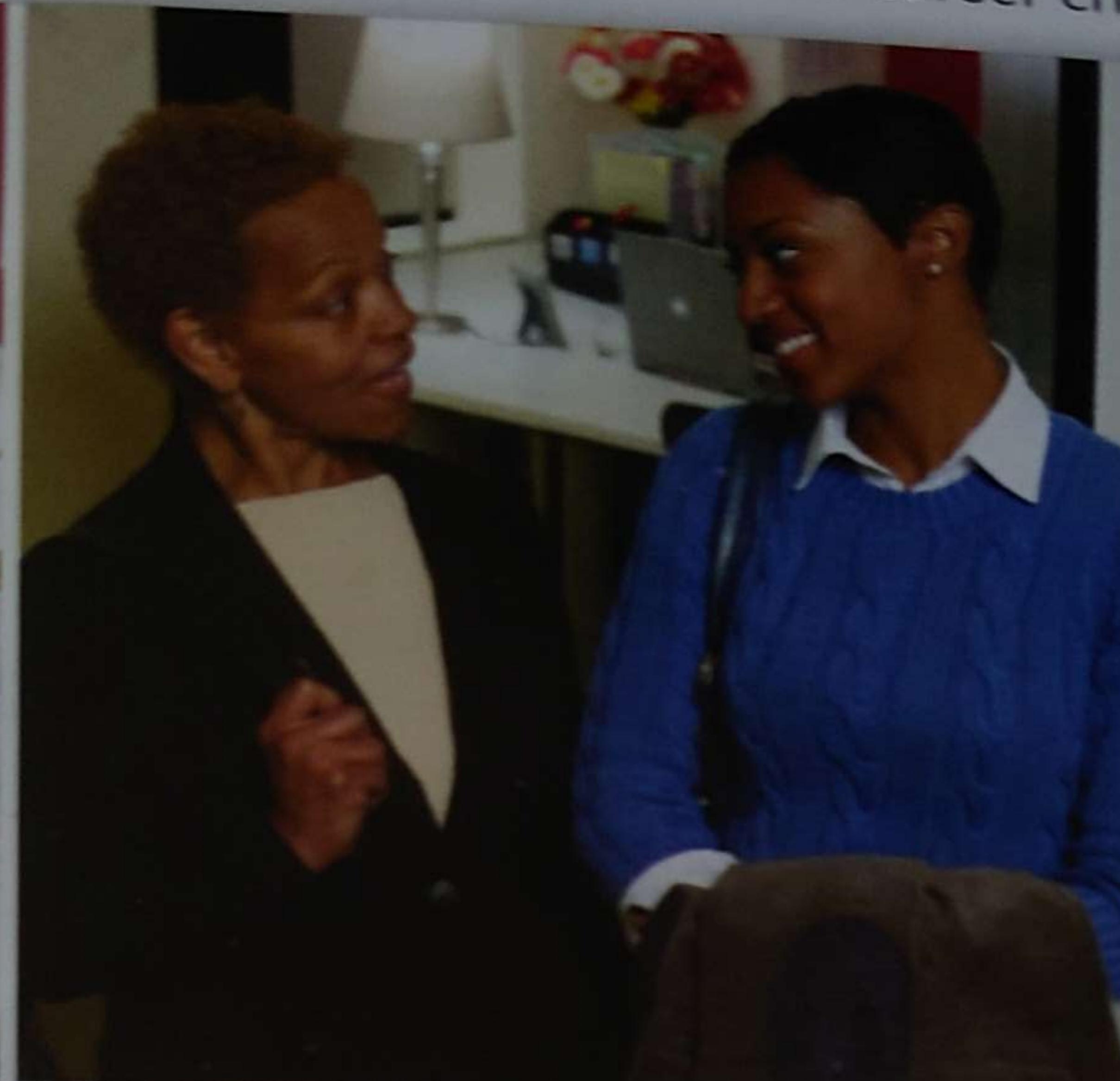


Charlotte: Dr. Miller, I wonder if I could pick your brain.

Dr. Miller: Sure, Charlotte. What's on your mind?

Charlotte: Well, I always thought I would go to engineering school, but now I'm not so sure anymore.

Dr. Miller: Well, it's not so unusual for a person your age to change her mind ...



Dr. Miller: I must have changed mine ten times before I settled on medicine! Have you decided on something else?

Charlotte: Well, actually, I've developed an interest in the health field, and since you're a doctor ...

Dr. Miller: Are you thinking of medicine?

Charlotte: Not specifically. Something related that doesn't take that long to study ...



Charlotte: I know there are some good options, but I'm having trouble making up my mind.

Dr. Miller: Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.

Charlotte: Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

- 1 make up one's mind
- 2 keep something in mind
- 3 be on one's mind
- 4 settle on
- 5 change one's mind
- 6 pick someone's brain

- a decide to do something else
- b remember something
- c think of something
- d decide to do something after considering conflicting choices
- e ask someone about something
- f make a final decision that won't change

SPEAKING

A Have you ever changed your mind before settling on something? Check any areas in which you have changed your mind.

- a career or job choice
- a field of study
- a marriage

- a divorce
- the choice of a boyfriend or girlfriend
- other *Laptop*

B **DISCUSSION** Survey the class. How many classmates checked each box? Discuss the reasons why people changed their plans.



CONVERSATION MODEL

A ► 3:20 Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

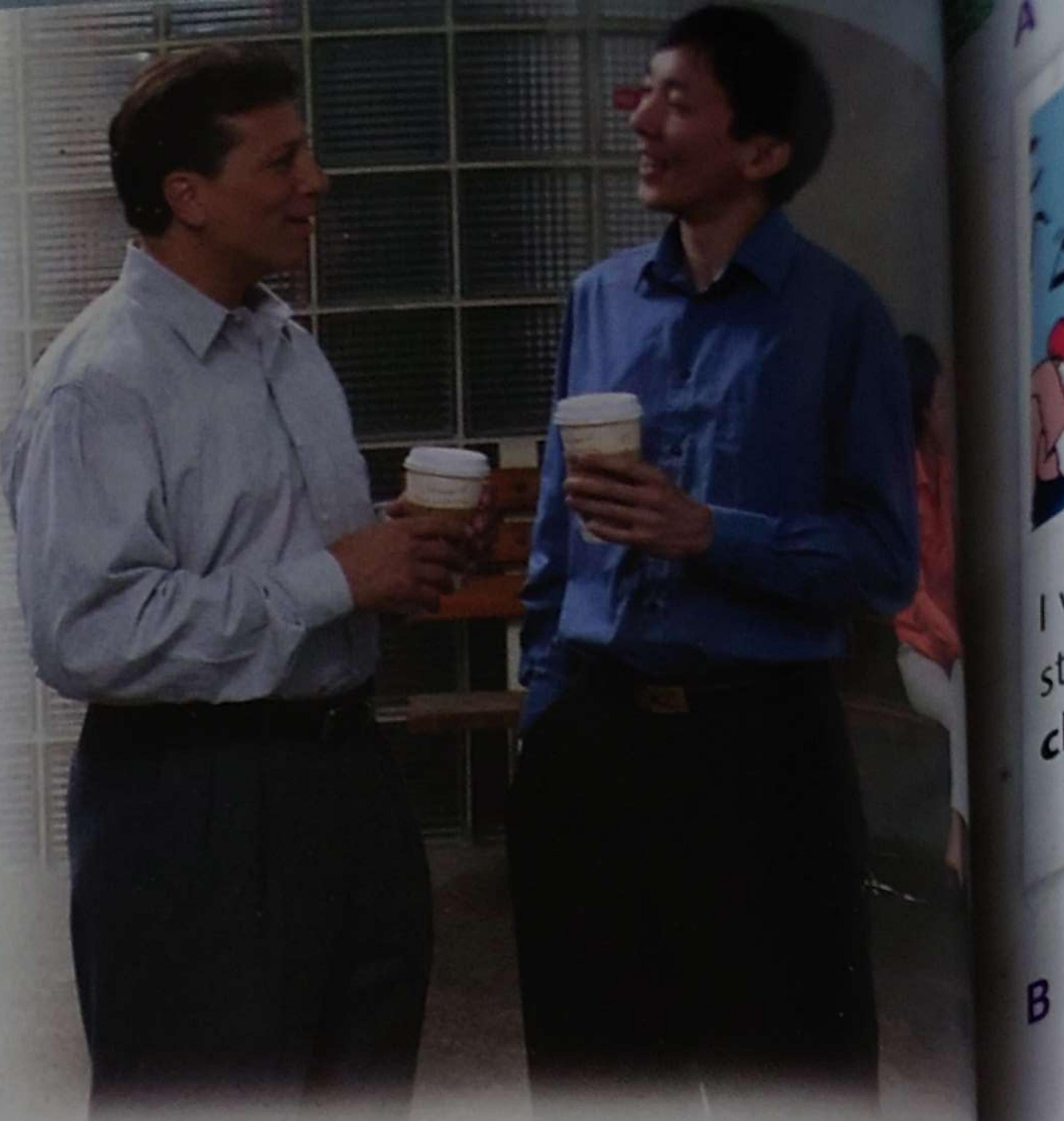
B: Well, I'm in dental school.

A: No kidding! I thought you had other plans.

B: That's right. I was going to be an artist, but I changed my mind.

A: How come?

B: Well, it's hard to make a living as a painter!



B ► 3:21 RHYTHM AND INTONATION Listen again and repeat.

Then practice the Conversation Model with a partner.

GRAMMAR Expressing intentions and plans that changed: Was / Were going to and would

Express and ask about past intentions and plans that changed with was / were going to + a base form.

I **was going to get** married (but I didn't).

Was she **going to take** the course?

They **were going to study** art (but they didn't).

Were you **going to study** with Dr. Mellon?

Weren't you **going to study** law? (Yes, I was. / No, I wasn't.)

Where **were** they **going to work**? (In Kuala Lumpur.)

Who **was** **going to teach** this class? (My sister was.)

You can also use **would** (the past of **will**) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as **thought**, **believed**, or **said**.

She **thought** she **would be** a doctor (but she changed her mind).

We **always believed** they **would get** married (but they never did).

They **said** they **would pay** for their daughter's studies (but they didn't).

Be careful!

Don't use **would** + a base form alone. It must be used in a noun clause. **was / were going to** instead.

She was going to be a doctor.
NOT She **would be** a doctor.

Note: You can also use was / were going to in a noun clause after thought, believed, or said.

They **said** they **were going to arrive** before noon (but they didn't).

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- Expressing the future: review
- The future with **will** and **be going to**: review

GRAMMAR PRACTICE Write what each person said he or she was going to do.

1



“ I'm going to stop smoking. ”

2



“ I'm going to apply to law school. ”

3



“ I'm going to find a husband. ”

4



“ I'm going to marry Sylvia. ”

1. He said he was going to ...

VOCABULARY Reasons for changing plans

A Read and listen. Then listen again and repeat.



I wanted to be a rock star, but **my tastes changed**.



I was going to be an artist, but **it's hard to make a living as an artist**.



I thought I would be a lawyer, but **I didn't pass the exam**.



I wanted to become a firefighter, but my family **talked me out of it**.



I was going to marry George, but **I changed my mind**.

B VOCABULARY / GRAMMAR PRACTICE Complete each sentence, using would and a reason

Laura thought she would be a doctor but

1 Laura thought / be / a doctor, but ...

2 I thought / become / an astronaut, but ...

I would become an astronaut

tough we

3 We were sure / Bill and Stella / get / a divorce, but ...

4 Joe always believed / become / a writer, but ...

C LISTEN TO ACTIVATE VOCABULARY Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- 1 She wanted to be a *SCULPTURE*, but she changed her mind because *It's hard to make a living*.
- 2 He was going to *MARRY* Jessica, but he didn't because *his parents convinced him to do it*.
- 3 He always thought she would become a *lawyer*, but she didn't because *she didn't pass the exam*.
- 4 She was going to *MARRY* a Romanian named Andrei, but she didn't because *her tastes changed*.

NOW YOU CAN Explain a change of intentions or plans

A **NOTEpadding** On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

for my life:

I'm going to start the gym

for my studies:

I'm going to continue a Master degree

for my career:

I'm going to be a network manager

or a financial

DON'T STOP!

- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.

C **CHANGE PARTNERS** Practice the conversation again about other intentions or plans from your notepad.

A: So what are you doing these days?

B: Well, I'm in Engineering College

A: No kidding! I thought you had other plans.

B: That's right. I was going to , but I... didn't

A: How come?

B: Well, my tastes changed

be a dry pass the exam

C **CHANGE PARTNERS** Practice the conversation again about other intentions or plans from your notepad.

GRAMMAR Perfect modals

Use perfect modals to express feelings and beliefs about past actions and events:

- Regrets or judgments: should have + past participle

I should have studied medicine. (But unfortunately, I didn't.)
She shouldn't have divorced Sam. (But unfortunately, she did.)

debería

I should have studied medicine.

- Possibility: may have / might have + past participle

I may (OR might) have failed the final exam. It was really hard.
He may (OR might) not have been able to make a living as a painter.

A lo Mejor

- Ability (OR possibility): could have + past participle

He was the driver. He could have prevented the accident.
The museum was closed, but she couldn't have known that. It's usually open on Tuesdays.

- Certainty: would have + past participle

You should have gone to Rio. You would have loved it.
It's good he broke up with Anne. They wouldn't have been happy together.

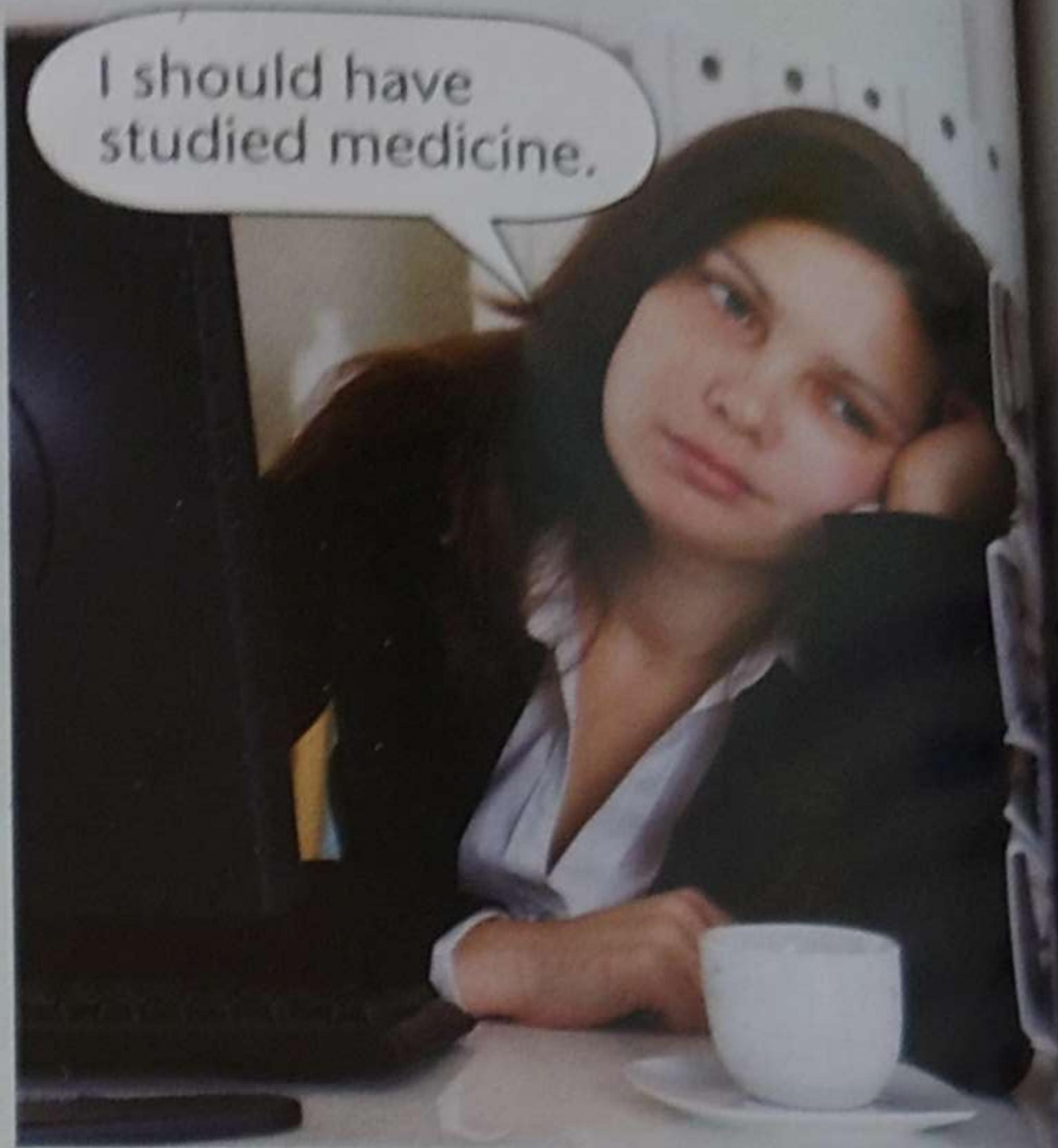
- Conclusions: must have + past participle

Beth isn't here. She must have gone home early.

(I think that's what happened.)

They didn't buy the house. The price must not have been acceptable.

(I think that's the reason.)



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Regrets about the past: wish, the past perfect; should have ought to have

A GRAMMAR PRACTICE Choose the modal that logically completes each sentence.

Write that modal and the verb in the perfect modal form.

1 I don't know why she married him. He should have been the only man available.

(must OR should) be

2 I Should have studied architecture. I would have been really good at it.

(should OR may) study

(must OR would) be

3 Jenna's not studying Chinese anymore. It might have been too hard to learn Chinese and Japanese at the same time.

(should OR might) be

4 We didn't know we were going to have five children. We shouldn't have bought such a small house.

(could not OR should not) buy

5 Ella still loves Ben. She shouldn't have broken up with him.

(must not OR should not) break up

6 When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead.

Looking back, I think I might have decided on the wrong career.

(may OR should) decide

B PAIR WORK Provide three possible reasons for each statement. Use may / might have, must have, and could have. Follow the example.

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

He might have been too focused on his career

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they adopted three more.
- 6 They had their honeymoon in the U.S. instead of in France.

PRONUNCIATION Reduction of have in perfect modals

A ► 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

1 I should have married Marie. /ʃʊdəv/

2 They might have left. /maɪt̬əv/

3 We may not have seen it. /nɒt̬əv/

4 She could have been on time. /kʊdəv/

3 PAIR WORK Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of have.

CONVERSATION MODEL

► 3:25 Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

A: Well, I might have had children by now.

B: Could be. But you never know. You might not have been happy.

A: True.

► 3:26 RHYTHM AND INTONATION Listen again and repeat.

Then practice the Conversation Model with a partner.



NOW YOU CAN Express regrets about past actions

NOTEpadding Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!
Past action	Architecture Regret	How might things have been different?
a job / career choice	I didn't stay late	I may have stayed in third year
a field of study		
a marriage / divorce	I didn't marriage with Carla	I could have been divorced
a boyfriend / girlfriend choice		
a breakup		

B CONVERSATION ACTIVATOR With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (OR I shouldn't) have

B: Why do you think that?

A: Well, I

B: Could be. But you never know.

A: You might

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.

RECYCLE THIS

Why did / do ...?
Why don't / doesn't ...?
How about ...?
much / many ...?
more / more ...?
less / fewer ...?
as ... as ...?

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A	▶ 3:27 VOCABULARY • Qualifications for work or study	Read and listen. Then listen again and repeat.
talents	abilities in art, music, mathematics, etc., that you are born with <i>She was born with <u>talents</u> in both mathematics and art.</i>	
skills	abilities that you learn, such as cooking, speaking a foreign language, or driving <i>She has several publishing <u>skills</u>: writing, editing, and illustrating.</i>	
experience	time spent working at a job <i>Martin has a lot of <u>experience</u> in sales. He has worked at three companies.</i>	
knowledge	understanding of or familiarity with a subject gained from experience or study <i>James has extensive <u>knowledge</u> of the history of film. You can ask him which classics to see.</i>	
qualifications	talents, skills, experience, and knowledge that make a person a good candidate for a job <i>I have two <u>qualifications</u> for the English teaching position: I have a teaching certificate, and I have taught English for two years.</i>	

B THINK AND EXPLAIN Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A ▶ 3:28 **LISTEN FOR DETAILS** Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee

- h..... 1 Sonia Espinoza
- d..... 2 Silvano Lucastro
- f..... 3 Ivan Martinovic
- l..... 4 Agnes Lukins
- e..... 5 Elena Burgess
- b..... 6 Karen Trent
- g..... 7 Ed Snodgrass
- c..... 8 Akiko Uzawa
- a..... 9 Mia Kim

Qualifications

- a a good memory
- b artistic ability
- c mathematical ability
- d logical thinking
- e compassion
- f manual dexterity
- g common sense
- h athletic ability
- i leadership skills



PAIR WORK With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent	a skill
athletic ability good memory artistic mathematical common sense	Artistic ability logical thinking Compassion manual dexterity

“ I think athletic ability is a talent. You’re born with that. ”

“ I don’t agree. I think if you train and work at it, you can develop into a great athlete. I think it’s a skill. ”

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

Check the fields that interest you:

business art
 science manufacturing
 education other _____

Qualifications

Check the qualifications you believe you have:

- manual dexterity artistic ability
 logical thinking compassion
 mathematical ability a good memory
 common sense leadership skills
 athletic ability other _____ (advanced computer

Experience

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: Assistant to CONAGUA,

Skills: Logical thinking, mathematical ability

Special knowledge: $\sin x$ config

B NOTEPADDING On your notepad, write

specific examples of your qualifications.

Then share and discuss your skills, abilities, and qualifications with a partner.

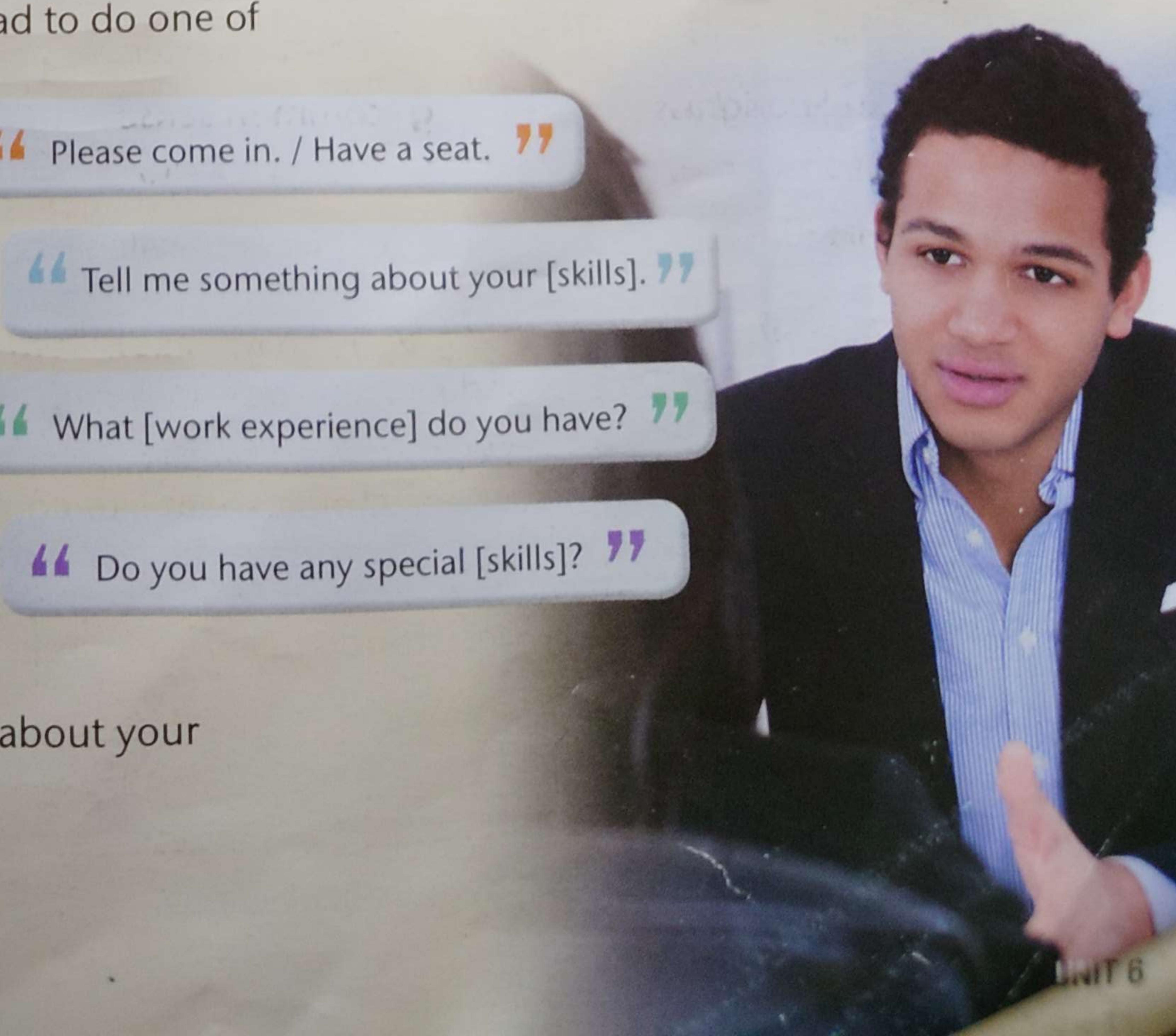
Qualification	Example
mathematical ability	I'm great at number puzzles.

C PAIR WORK Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.
 - Role-play an interview for career advice.
 - Role-play an interview for entry into a professional (or other kind of) school.

RECYCLE THIS LANGUAGE.

- I have experience in [teaching].
- I don't have much experience, but ____.
- I'm good at [math].
- I have three years of [French].



D GROUP WORK Tell your class what you learned about your partner in the interview.

"My partner has a lot of experience in..."