

UNIT 1 SELLING YOURSELF

Lesson A Listening

1 Talk about the pictures

- A What kinds of skills do people need in order to find a good job these days?
- B Describe the people in the photos. What skills do you think they have? Do you have these skills?



2 Listening

A Listen and answer the questions.

1. What are two types of job skills?
2. Which type is more important?

B Listen again. Take notes on the key information.

Topic: Two types of job skills

A.

1. Definition:

2. Examples:

B.

1. Definition:

2. Examples:

Conclusion



CD1, Track 2



CD1, Track 2

Listen again. Check your notes. Did you miss anything important?

C Exchange notes with a partner. Do the notes answer these questions?

1. What are hard skills?
2. What are soft skills?
3. Which type of skill is more important?

D Discuss. Talk with your classmates.

1. What kind of job do you want to have in the future?
2. Which hard and soft skills will you need?
3. What do you plan to do in order to get the skills you need?

Lesson B Participial adjectives

1 Grammar focus: Adjectives ending in *-ed* and *-ing*

Verb forms that end in *-ed* or *-ing* are called *participles*. There is a difference in meaning between the *-ed* and the *-ing* forms. Often, the *-ed* form describes the way someone feels, and the *-ing* form describes a situation, thing, or person.

Adjective *-ed*

I'm **interested** in this job.

He's **excited** to do the work.

Adjective *-ing*

This is an **interesting** job. This job is **interesting**.

This is **exciting** work. The work is **exciting**.



Watch

2 Practice

A Write. Circle the correct adjective.

- A** Josie, how did your job interview at the library go last week?
B It was really **tiring** / **tired**.
- A** Why?
B It was pretty long. But it was also **excited** / **exciting**.
- A** What did they ask you?
B They asked if I was **interested** / **interesting** in books.
- A** Did they ask you anything else?
B They wanted to know if it was **motivated** / **motivating** for me to work on a team or if I preferred working alone.
- A** Do you think you'll get the job?
B They asked me to come for a second interview tomorrow. I'm so **thrilled** / **thrilling**!
- A** I have an interview at the hospital tomorrow. Do you have any advice for me?
B Show the employer how **dedicated** / **dedicating** you are.
- A** Anything else?
B If you don't get the job, don't be **frustrated** / **frustrating**.
- A** Well, I would be **disappointed** / **disappointing**.
B Just think of it as good interviewing experience.

B Talk with a partner. Take turns asking and answering the questions. Choose a participial adjective from the list in your answers.

amazed / amazing
amused / amusing
annoyed / annoying

bored / boring
disappointed / disappointing
embarrassed / embarrassing

excited / exciting
frightened / frightening
surprised / surprising

How do teachers feel when their students are late?

They feel annoyed.

1. How do teachers feel when their students are late?
2. How did Sarah feel when she didn't get her dream job?
3. How does it feel when someone criticizes you in front of other people?
4. What was your opinion about the last movie you saw?
5. What is your opinion about dangerous sports like rock climbing or motorcycle racing?
6. In his job, David sees the same people and does exactly the same things every day. What kind of job does he have?

Write sentences about the situations. Use participial adjectives.

Teachers feel annoyed when their students are late.

3 Communicate

A Work in a small group. Take turns asking and answering questions about your experiences. Use the adjectives from Exercise 2B.

What's a frustrating experience you've had at school or work?

I was frustrated when I got a low score on a test after I studied for five hours.

1. What is the most exciting thing that has happened to you recently?
2. Have you ever been depressed?
3. What is an amusing movie or TV show you've seen recently?
4. Is there anything about life in the United States that is surprising for you?
5. [your own question]

B Share information with your classmates.

Lesson C Verb Tenses

1 Grammar focus: Review of verb tenses

Use simple present tense for general truths, habitual events, and permanent situations. Use simple past tense for things that happened in the past. Use present perfect tense for things that started in the past but continue to the present and things that happened at a non-specific time in the past. Use simple future tense for things that haven't happened yet.

Simple Present	Are you currently employed?	Yes, I'm a cashier in a restaurant.
	How many hours do you work?	I work 36 hours a week.
Simple Past	What was your last position?	I was a salesclerk.
	Where did you work?	I worked at a small gift shop.
Present Perfect	How long have you been at your current job?	I've been at my current job for 14 months.
	Have you ever worked for this company?	No, I've never worked for this company before.
Simple Future	When will you be available to work?	I'll be available at the end of this month.



Watch

2 Notice

Look at the following job application questions. Notice the tense. On the line before the question, write *Present*, *Past*, *PP* (present perfect), or *F* (future). Underline the word or words that indicate the tense.

- Past 1. When did you come to this country?
- _____ 2. Have you completed your high school education?
- _____ 3. Were you employed in your native country?
- _____ 4. What kind of vocational training have you had?
- _____ 5. What technical skills do you have?
- _____ 6. Have you ever worked as part of a team?
- _____ 7. Did you supervise other employees?
- _____ 8. What are your career goals?
- _____ 9. What will you need to do to achieve your goals?
- _____ 10. Where will you be five years from now?

3 Practice

Rewrite each sentence. Use the tense indicated in parentheses.

- David had difficulty achieving his goal. (future) David will have difficulty achieving his goal.
- Have they gone to work? (past) _____
- Every student has taken that vocational class. (present) _____
- Does Cindy know the names of the medications? (past) _____
- The vocational counselors will help me. (present perfect) _____
- Will that be a transferable skill? (present) _____
- Carol's co-workers love her enthusiasm. (future) _____
- Did some of you start the assignment? (present perfect) _____

4 Edit

Find and correct seven additional mistakes with verb tenses in the following paragraph.

Frank has never ^{had} ~~have~~ a regular job, but he makes good money. For the last three years he been a travel blogger. How do travel bloggers make money? They travel to interesting destinations, and they writing about their adventures and post photos. Good bloggers can have many thousands of followers. Advertisers often paying to have banner ads on travel websites. Sometimes hotels offers money and free lodging to a blogger for writing good reviews of the hotel. Last year Frank traveled to Southeast Asia, India, and China. He stayed in many different hotels and inns and write about his experiences each day. To develop his skills, last spring Frank takes two online courses—a writing class and a photography class. Currently Frank has over 30,000 followers. He says, “By next year I’ll had 60,000 followers.”

5 Collaborate and write

Work in groups of three. Ask and answer the questions in Exercise 2. Together, write a paragraph about one person in your group. Write 6–8 sentences. Include at least one sentence from each of the four verb tenses in this lesson.

_____ *is a student in this class.*

Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. What are your goals for the next one, two, or three years?
2. Why are some goals easier than others? Why are some more difficult?

2 Read

Read the article. Listen and read again.



CD1, Track 3

Setting Goals for the Future

What do you want your future to look like? Do you want to develop skills for a better job? Do you want to graduate from college? No matter what you want in the future, one of the best ways to get there is by setting goals.

Setting a goal means making a decision about what you want to achieve. It requires finding out what you need to do to achieve that goal and planning how long it will take you to do it.

Making choices about the future can be difficult because we often focus only on the present. In order to think about your future goals, take a few minutes and imagine what you want your life to be like in one, two, or three years. Where will you be? What will you be doing? How will you feel?

There are a number of important points for you to keep in mind when setting a goal. It should be detailed, measurable, and realistic, and it should have a completion date.

Once you have a goal in mind, try to add as much detail as possible. Adding detail will make the goal clearer. For example, instead of saying “I want to get a better job,” you can add details, such as “I want to study cooking

so that I can be a chef.” Details like “study cooking” and “be a chef” clearly show what you want to achieve and how you plan to achieve it.

In addition to adding detail to your goal, make sure you can measure your progress. “I want a better education” is a good goal, but it is difficult to measure. How will you know when your goal is completed? “I will apply to three colleges next spring” is a better goal because you can pay attention to your progress.

Goals should be challenging, but they should not be too difficult. An impossible goal will lead to failure. You can avoid failure by making sure your goal is realistic. Becoming a professional soccer player might be your dream, but is it realistic? Instead, set your goal on something more achievable, like playing for a local team.

Finally, make sure your goal has a completion date, or deadline. If you know when you want to complete your goal, you will be more motivated. Without a deadline, people often stop paying attention to their goal. Just as your goal should be realistic, your deadline should be realistic also.

3 After you read

A Check your understanding.

1. What is the author’s main purpose in writing the article?
2. According to the article, what does *setting a goal* mean?
3. In the last paragraph, which word is the closest in meaning to *completion date*?
4. Paragraph 6 describes the importance of measuring progress. Explain what the author means in your own words.
5. Maria set this goal: *I want to earn more money*. How could she improve her goal? Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Find each of the following introductory words in the paragraphs indicated and underline them. Then complete the chart.

No matter what ¶1 In order to ¶3 Once ¶5 In addition to ¶6 Just as ¶8

Meaning	Introductory words	Phrase or sentence from the article
regardless of	<i>No matter what</i>	<i>No matter what you want in the future</i>
as soon as		
for the purpose of		
in the same way as		
besides		

2. Find each of the following academic words in the article and underline the sentence.

achieve challenging goal requires team

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
<i>achieve</i>	<i>finding out what you need to do to achieve that goal</i>	<i>verb</i>	<i>successfully reach a desired objective</i>	<i>I achieved my goal when I graduated.</i>

C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

This article talks about the importance of _____. The author defines goal setting as _____. A good goal should have these four characteristics: _____.

Lesson E Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. What types of skills do employers look for?
2. What types of personal qualities do employers look for?

2 Read

Read the article. Listen and read again.



CD1, Track 4



Keys for Success at Work

Many people think that employers are only interested in technical skills when they interview new candidates for a job; however, in today's job market, most companies are looking for much more. Different companies have different needs, yet there are a number of general skills and qualities they all hope to find. These skills include:

Communication skills – Companies are interested in people who can communicate and get along well with others. The way you organize your thoughts, express your ideas, and deal positively with customers and co-workers is what will impress employers the most.

Leadership skills – Many companies ask for people who are “self-starters” and who are willing to lead others. In other words, employers want people who can think for themselves and who aren't afraid to make independent decisions.

Maturity – A mature employee is someone who manages time well, takes responsibility for mistakes, and does not become frustrated in challenging situations.

Problem-solving skills – Problem-solving and critical-thinking skills are also very important to employers. Companies value employees who are able to recognize problems, develop a plan for solving them, and follow through with that plan.

Commitment – Employers prefer workers who work hard toward the company's goals. They want to hire team players who are committed to their jobs.

Informational skills – Your ability to gather, organize, and analyze information is very important in today's world. Knowing how to use a computer to search the Internet, send emails, and solve problems is key in almost every profession.

As you can see, most of these do not involve technical skills. They are “people skills” that are important in every job or field. If you lack any of these skills or qualities, you should look for ways to develop them as part of your goal setting for the future.



3 After you read

A Check your understanding.

1. What is the main idea of the article?
2. In paragraph 3, how does the article define *self-starters*?
3. In paragraph 7, what word means *extremely important*?
4. In the last paragraph, what kind of skills are contrasted with technical skills?
5. Would the author agree with the following statement? *Different people skills are required for different jobs.* Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Work with a partner. Match each “people skill” with the best example.

commitment informational leadership maturity problem solving

- problem solving 1. A company needs to find ways to save money. A worker thinks of a plan to save money by reducing the amount of paper that the company is wasting.
- _____ 2. Melinda’s co-workers go home at 5:30 p.m., but she works late into the evening to help the company meet its deadline.
- _____ 3. The factory lunchroom is unattractive. A worker organizes and supervises a group of volunteers who come in on the weekend to decorate it.
- _____ 4. An auto worker knows how to use a complex computer program to analyze the problem with a customer’s car.
- _____ 5. A new worker at an ice cream store forgets to close the freezer, and the ice cream melts. He admits his mistake and promises to be more careful in the future.

2. Find each of the following academic words in the article and underline the sentence.

analyze committed communicate mature technical

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
<i>analyze</i>	<i>Your ability to gather, organize, and analyze information</i>	<i>verb</i>	<i>to examine carefully</i>	<i>We analyzed the problem and fixed it.</i>

C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

Today’s companies are looking for people with _____. These skills include _____.

_____ If you lack any of these skills, _____.

For additional development of College and Career Readiness skills, see “Problems with Goal Setting,” a related reading and activities on pages 122–124.

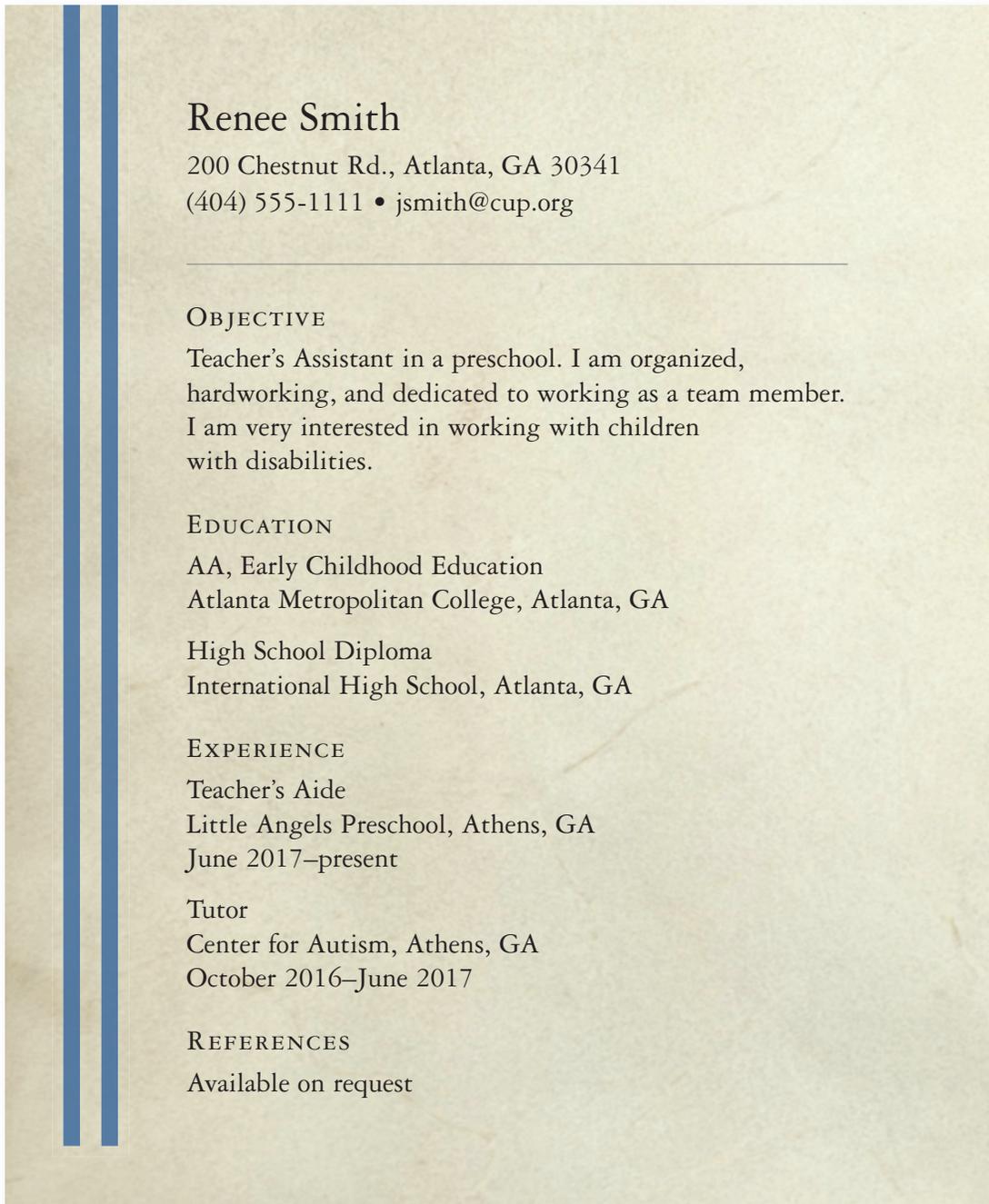
Lesson F Writing

1 Before you write

A Talk with a partner. Answer the questions.

1. Why are résumés important for a job?
2. Do you have a résumé? Have you ever used a résumé when you looked for a job?

B Read the sample résumé.



C Work with a partner. Answer the questions.

1. Whose résumé is this?
2. What job would this person like to have?
3. What adjectives did this person use to describe herself?
4. Where did this person go to college and high school? What degree does she have?
5. What job experience does she have?
6. How can employers get her references?

D Plan your résumé. Complete the information.

1. Your name and address: _____
2. Your job objective (the kind of job you'd like to have): _____
3. Adjectives that describe you as a worker: _____
4. Where you went to school: _____
5. Any job experience that you've had: _____
6. Your references: _____

2 Write

Write your résumé. Use the résumé in Exercise 1B and your outline in Exercise 1D to help you. (Note: You do not need to include references in your résumé, but you must have them if an employer asks for them.)

3 After you write

A Check your writing.

	Yes	No
1. I included my name, address, phone number, and email.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included my job objective.	<input type="checkbox"/>	<input type="checkbox"/>
3. I included my education and job experience.	<input type="checkbox"/>	<input type="checkbox"/>
4. I included information about my references.	<input type="checkbox"/>	<input type="checkbox"/>
5. I included adjectives that describe me as a worker.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Exchange résumés with your partner. Read your partner's résumé.
2. Comment on your partner's résumé. Ask your partner a question about the résumé. Tell your partner one thing you learned.

Before you read, look at the title and think about what you already know about the topic.

Problems with Goal Setting

Setting goals can be motivating and lead to personal success. However, as Ray Williams summarized in his online article “Why Goal Setting Doesn’t Work,” there are also several potential problems with goal setting.

One area of potential problems is with “stretch goals”—goals that are so challenging that they extend the goal setter to the limit all at once rather than in incremental steps. In business and industry, an employee who focuses on his goal may neglect other work that is unrelated to the goal; that other work can then become the responsibility of co-workers. For example, a team leader who has to prepare a presentation for the manager neglects her other responsibilities, such as ordering supplies. Co-workers become resentful because they have to cover for her. For individuals, there is also a danger with stretch goals. Often stated in terms of the ideal, goal setters who don’t reach their goals may feel they are failures. For example, a student whose goal is to get straight A’s gets one B. Rather than recognizing what he has achieved, he focuses on what he didn’t achieve.

A goal combined with other work can impact the quality of one’s work and one’s life. When we set goals, we need to think about the other work that will be happening at the same time. Even if both the new goal and the other work can be completed, each might take longer than projected. The quality of each might also be diminished; that is, outstanding work may become mediocre work. Even if other work doesn’t suffer, the effort to complete goals could eventually disrupt a person’s work-life balance;

home life and personal enrichment outside of work could be negatively impacted.

Ethical issues can also occur as a result of goal setting, especially when set by others. Say, for example, that an employer gives its repair staff a targeted amount of money to generate within a specific time period. The repair staff may overcharge or perform unnecessary repairs. This was the case in the 1990s when Sears established a quota for its auto repair staff. Unethical behavior can also occur even when people set their own goals if they are required to self-report. Experiments conducted by Schweitzer and Ordóñez have shown that in these cases many people who haven’t achieved their goals will lie in the self-report.

Yet another problem with goals is the danger of spending more time making them than trying to achieve them. Setting goal after goal and constantly reevaluating them is time-consuming. While it might be worthwhile to reevaluate a goal, the time it takes to create and manage a goal shouldn’t overshadow the fact that it needs to be completed. In situations like this, goal setting can actually become a waste of time and an excuse for procrastination.

In summary, goal setting can be detrimental rather than beneficial for several reasons. First, stretch goals at work can result in co-worker resentment, and for individuals, the stretch goal can lead to failure. Additionally, too much focus on goals can upset the work-life balance, and constant reevaluation can deflect from achievement. Finally, the desire to achieve a goal can lead to unethical behavior.

1 Check your understanding

1. What four potential problems with goal setting does the author of *Problems with Goal Setting* discuss?
2. According to the article, why do co-workers get upset when a team leader fulfills one goal and neglects others?
3. What example does the author provide to show how quality of work can be affected by goal setting?
4. Explain in your own words how work-life balance can be impacted by goal setting.
5. In the fifth paragraph, what word does the author use to mean *valuable*?
6. The article describes an experiment conducted on people who self-report on their goals. Describe in your own words the unethical behavior that the results revealed.

2 Build your vocabulary

A Find these words in the paragraph indicated and underline them. Which words are positive in this context? Which words are negative? What clues helped you guess?

Word	Positive	Negative	Clue
1. motivating ¶1	✓		...lead to personal success
2. incremental ¶2			
3. resentful ¶2			
4. mediocre ¶3			
5. failure ¶2			
6. time-consuming ¶5			
7. detrimental ¶6			

B Find each of the following academic words in the article and underline the sentence.

achieve challenging constantly diminished ethical goal

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
achieve	Yet another problem with goals is the danger of spending more time making them than trying to achieve them.	verb	to reach or acquire	The student achieved her dream of attending college.

3 Talk with a partner

Answer each question with evidence from the reading. Use one of the phrases in the Useful Language box.

1. How can goal setting be detrimental? Give an example.
2. What might cause resentment in the workplace?
3. How might goal setting promote unethical behavior?

USEFUL LANGUAGE

Phrases to report someone else's ideas:

- _____ indicated that . . .
- _____ observed that . . .

Objective: CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4 Analyze the texts

Review the following texts to answer the questions below: (1) Student Book, p. 8, *Setting Goals for the Future*; (2) Student Book, p. 10, *Keys for Success at Work*; (3) College and Career Readiness, *Problems with Goal Setting*.

1. According to the text *Setting Goals for the Future*, how does the author define setting goals?
2. In the same text, the author gives several important points to consider when setting goals. Identify three and give examples from the text to support your choices.
3. What does the author of *Keys for Success at Work* suggest people do if they are not strong in the skills and qualities he lists?
4. How does the author of *Problems with Goal Setting* define “stretch goals”? Restate the definition in your own words. Which point in the article *Setting Goals for the Future* would prevent this problem?

5 Before you write

Is goal setting more beneficial or detrimental to achieving success? Use the information from Exercises 1–4 and evidence from the three texts to support your opinion. Complete the graphic organizer with your opinion, three key arguments, and evidence to support each argument. Add a conclusion.

Opinion:	
Three key arguments	Evidence to support arguments
1.	1.
2.	2.
3.	3.
Conclusion:	

6 Write

Is goal setting more beneficial or detrimental to achieving success? What is your opinion? Use your graphic organizer and evidence from the three texts to support your opinion.

7 After you write

- A** Check your writing. Did you include all the ideas in your graphic organizer?
- B** Share your writing with a partner.
1. Take turns. Read your writing to your partner.
 2. Read your partner’s writing to yourself. Compare it to your partner’s graphic organizer.
 3. Comment on your partner’s writing: Ask one question; share one thing you learned.