

UNIT 1 SELLING YOURSELF

Lesson A Listening

1 Listen to the conversation and circle the correct words.

1. John has been / **hasn't been** to Annie's office before.
2. Annie **knows** / **doesn't know** a lot about John's work history.
3. John has had a few jobs in **the same field** / **different fields**.
4. John is **excited** / **nervous** about his future.
5. John came to the meeting prepared to talk about his **hard and soft skills** / **future job**.



2 Read the statements. Listen to the conversation and circle T (true) or F (false).

- | | | |
|--|---|-----|
| 1. Knowledge of nutrition is one of John's soft skills. | T | (F) |
| 2. John's hard skills include operating a cash register. | T | F |
| 3. Knowledge of history is one of John's hard skills. | T | F |
| 4. John tells Annie that he is learning to speak a foreign language. | T | F |
| 5. Being curious is one of John's soft skills. | T | F |
| 6. John's hard skills include working well in teams. | T | F |
| 7. Having a positive attitude is one of John's soft skills. | T | F |
| 8. Annie thinks that John's soft skills are not transferable. | T | F |

3 Correct the false statements from Exercise 2.

1. *Knowledge of nutrition is one of John's hard skills.*

4 Complete the summary of the conversation with the words in the box. Then listen again and check your answers.

attitude	competitive	✓enthusiastic	knowledge
operate	qualities	reliable	
successful	technician	transferable	



John is talking with Annie, a career counselor. They are talking about John's hard and soft skills because John wants to figure out what kind of job to get when he finishes college. He is about to graduate, and he is enthusiastic¹ about choosing a career and excited about his future.

First, Annie asks John about his hard skills. John explains that he knows how to operate² cash registers and computers. He learned how to use a cash register at his last job. Right now, he is a computer technician³ at the college. He also knows a lot about health, nutrition, and history. John has some knowledge⁴ of foreign languages, too. He has learned some French, German, and Spanish, and he has studied Mandarin for several years.

Next, Annie asks John about his soft skills. These kinds of skills are important in a competitive⁵ economy. When John graduates, there will be a lot of other people looking for jobs, too. One of John's useful qualities⁶ is that people can depend on him to do what he is supposed to do. In other words, he is reliable⁷. He also has a good attitude⁸, which means that he is pleasant to work with. Annie thinks that John's soft skills are very transferable⁹. They will help him be successful¹⁰ at anything that he does.

As for John's future job, he says that he doesn't want to work with computers because he'd rather have a job that allows him to work with other people. At this point, Annie and John start to consider some possible careers.

5 Listen and choose the correct answers.

1. (a) (b) (c)
2. (a) (b) (c)
3. (a) (b) (c)



Lesson B Participial adjectives



Study the grammar explanation on page 4 of the *Transitions Student's Book*.

1 Complete the sentences. Use the correct adjective.

1. He thinks driving a race car is exciting.
(excite)
2. The designers are _____ with their latest client.
(frustrate)
3. Her job is very _____.
(tire)
4. Lying in a hammock is _____.
(relax)
5. John feels _____ because his work is not challenging.
(bore)
6. She feels _____ at work. There's too much work to do!
(annoy)

2 Read the chart. Then complete the sentences about Jim and Bob.

	Jim	Bob
Office work	doesn't like sitting for hours	likes working in a quiet place
Construction	enjoys building things	doesn't like physical work
Teaching	loves working with students	prefers to work alone

1. Office work (bore, interest)

Jim thinks office work is boring because he doesn't like sitting for hours.

Bob is _____ in working in a quiet place.

2. Construction (excite, tire)

Jim is _____ about working in construction. He enjoys building things.

Bob gets _____ when he does this kind of work.

3. Teaching (thrill, frighten)

Jim thinks working with students is _____. He loves to work with young people.

Bob thinks working with students is _____. He prefers to work alone.

Lesson C Verb tenses

Study the grammar explanation on page 6 of the *Transitions Student's Book*.



1 Circle the correct words to complete the sentences.

1. **Are you** / **Were you** currently employed?
2. Why **do you leave** / **did you leave** your last job?
3. How **will you hear** / **did you hear** about this job?
4. Why **will you want** / **do you want** to work here?
5. **Have you ever worked** / **Did you ever work** with the public before?
6. **Were you** / **Will you** be available for an interview in the next three weeks?
7. I **have quit** / **quit** my last job because I **moved** / **move** to a new town.
8. I **have been** / **will be** able to come in for an interview any time this month.

2 Use the cues to make sentences. The tenses are indicated in parentheses.

1. Computer programmers / to be / in demand / right now (present)

Computer programmers are in demand right now.

2. This store / to be / in business / for several years (present perfect)
-

3. I / to have / three different jobs / so far (present perfect)
-

4. My company / to have / a job opening / for an office manager (present)
-

5. Twenty employees / to work / in this department / last year (past)
-

6. Karen currently / to work / at the hospital / as a doctor (present)
-

7. Mia / to start / her new job / two weeks ago (past)
-

8. We / to start / interviews / for the job / next week (future)
-

3 Complete the email with the correct form of each verb in parentheses.

New Message

From: Kyle Jeffers
To: Hiring Manager
Subject: Sales Manager Position
Date: June 19, 2020

Dear Hiring Manager,

I am applying for the sales manager job that I (see) saw ₁ on your company's website this morning. My résumé is attached.

I (be) ₂ currently a sales associate for a major company, and I (feel) ₃ that I am ready for a management position. I (be) ₄ available to start working next month.

In the past five years, I (work) ₅ for a variety of different companies. I (sell) ₆ a diverse assortment of products, including clothing, electronics, and jewelry. I currently sell home appliances. Last year, I created a customer appreciation program, and I (increase) ₇ our store's sales by 50 percent. I also developed a training course for new employees. I (be) ₈ hard-working, reliable, and enthusiastic, and I believe that my experience in sales would make me an excellent sales manager for your company.

I hope that you will contact me soon to schedule an interview. I look forward to hearing from you.

Best regards,
Kyle Jeffers

4 Write sentences to answer to the questions about Kyle's email.

1. Where did Kyle find the job announcement?

It was on the company's website. _____

2. How long has Kyle worked in sales?

3. What kinds of things has Kyle sold?

4. Why does Kyle think he is qualified for the sales manager job?

Lesson D Reading

1 Complete the sentences.

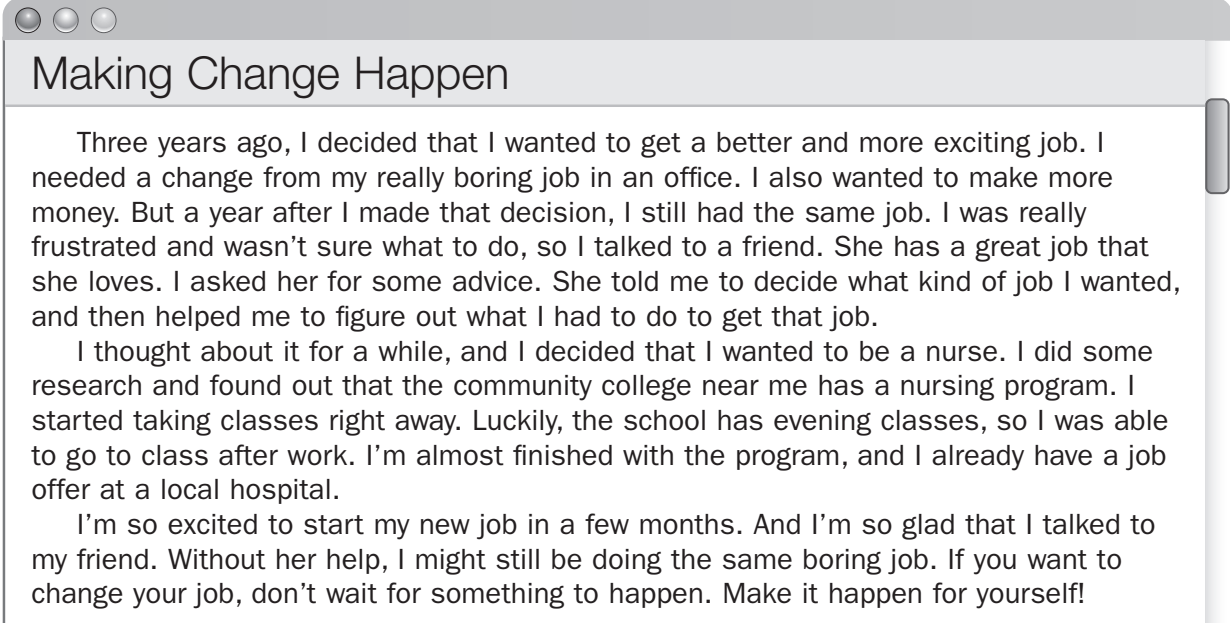
achieve challenging deadline measure realistic ✓ set

1. Lina has _____ *set* _____ a goal for the future. She is interested in becoming a translator.
2. Lina wants to be a translator because she thinks the job will be _____. It won't be boring because it will require her to use her language skills.
3. In order to _____ her goal, Lina has made a plan. She has enrolled in a Spanish/English translation program at her local community college.
4. The program takes two years to finish. Lina's professors will _____ her progress by giving her tests and grading her homework.
5. In addition to taking classes, Lina wants to apply for a volunteer job at her daughter's school. She wants to translate for parents who don't speak English. The _____ for applying is tomorrow, so she needs to fill out the application today.
6. Lina knows she has set a _____ goal because her language skills are good. After she completes the translation program, she will probably be able to find a job as a translator in her community.

2 Look at the article "Setting Goals for the Future" on page 8 of the *Transitions Student's Book*. Answer the questions.

1. What is the main idea of the article? Circle the answer.
 - a. Setting a goal means making a decision about what you want to achieve and deciding how to achieve it.
 - b. Setting goals can help you get what you want in the future.
 - c. Goals can be difficult to measure.
2. Supporting details are facts, opinions, examples, and other ideas that support the main idea. What are four details that support the main idea of the article?
 - a. The goal should be detailed.
 - b. _____
 - c. _____
 - d. _____

3 Read the blog post.



Making Change Happen

Three years ago, I decided that I wanted to get a better and more exciting job. I needed a change from my really boring job in an office. I also wanted to make more money. But a year after I made that decision, I still had the same job. I was really frustrated and wasn't sure what to do, so I talked to a friend. She has a great job that she loves. I asked her for some advice. She told me to decide what kind of job I wanted, and then helped me to figure out what I had to do to get that job.

I thought about it for a while, and I decided that I wanted to be a nurse. I did some research and found out that the community college near me has a nursing program. I started taking classes right away. Luckily, the school has evening classes, so I was able to go to class after work. I'm almost finished with the program, and I already have a job offer at a local hospital.

I'm so excited to start my new job in a few months. And I'm so glad that I talked to my friend. Without her help, I might still be doing the same boring job. If you want to change your job, don't wait for something to happen. Make it happen for yourself!

4 Choose the correct answer for each question.

1. The writer's main point is that _____.
 - a. it's difficult to change jobs
 - b. you have to make a plan to make a change
 - c. when you have a problem, you should talk to a friend
 - d. it's important to find a job that you enjoy
2. The writer bases their argument on the fact that _____.
 - a. he got a new job after making a plan
 - b. he decided to become a nurse
 - c. his friend has a great job that she loves
 - d. he is excited to start a new job soon
3. Which statement would the writer most likely agree with?
 - a. Other people don't always know what is best for you.
 - b. If you want to make a change, wait for opportunities to come to you.
 - c. If your job is boring, find other ways to add excitement to your life.
 - d. You can improve any area of your life if you make a real effort.

Lesson E Reading

1 Circle the correct words.

1. Lee is very **committed** / **committing** to his job. He often works overtime without complaining.
2. If you want to get promoted, showing **leadership** / **leading** is a good way to indicate to your boss that you would do well in a higher level position.
3. Vinh doesn't do well at his job because he can't **communication** / **communicate** easily with others in English.
4. Sandra got the job instead of the other candidates because she showed a lot of **mature** / **maturity** during her interview.
5. Ricardo was able to **analyzing** / **analyze** the problem and come up with a good solution to it.
6. What's the key to being **successful** / **success** at work?
7. Olga tried to make a good **impress** / **impression** at work, but she wasn't successful.
8. Companies value employees who are able to **recognize** / **recognition** problems, develop a plan for solving them, and follow through with that plan.
9. Because of Emily's skills at **analyzing** / **analyze** problems, she got the promotion.
10. Because his supervisor felt John lacked **committed** / **commitment**, John didn't get the promotion.

2 Look at the article "Keys for Success at Work" on page 10 of the *Transitions Student's Book*. Complete the chart below. Skim the article by reading the bold subheadings to quickly find the information you need.

What Employers Look For	
Skills or qualities	Example of skills or qualities
1. <i>Communication skills</i>	<i>get along well with others</i>
2.	
3.	
4.	
5.	
6.	

3 Read the employee review.

Annual Review for: Steven Marcus

Communication Skills: Steven doesn't always tell someone when he has a problem or a question. He needs to work on talking with his manager and his team members more. Most of the time, his team members don't know what he is working on.

Leadership Skills: Steven is very good at following instructions. However, he does not seem comfortable leading a group. He led a group on a project last month, and he had trouble making decisions and giving instructions.

Maturity: When Steven makes a mistake at work, he always takes responsibility. He stays calm and fixes the mistake himself. He even fixes mistakes that other people make, and he never complains about anything.

Problem-Solving Skills: Steven has solved several different problems in the company. He found a way for his team to save money. He has also repaired problems with our website many times.

Commitment: Steven is dedicated to his work and this company. He works hard to make sure that he always does his best. He often offers to help his co-workers with their projects.

Informational Skills: Steven is excellent at research. He is always able to find important information and explain it to his team.

4 Choose the correct answer for each question.

- The main purpose of the review is to _____.
 - describe how good or bad Steven is at general skills
 - describe how good or bad Steven is at hard skills
 - describe what skills Steven needs to improve at work
 - describe how much Steven has improved in the last year
- Which statement is correct?
 - Steven has strong leadership skills.
 - Steven has strong communication skills.
 - Steven never has problems or questions.
 - Steven has strong problem-solving skills.
- Which statement would the author most likely agree with?
 - Steven would be an excellent team manager.
 - Steven is not a very good employee.
 - Steven is a great employee, but he is not ready to be a manager.
 - Steven is a perfect employee—there is nothing that he has to improve.

Lesson F Writing

1 Match the résumé categories with the examples.

- | | |
|-------------------------|--|
| 1. Objective | a. read to children at the library once a week |
| 2. Education | b. to get a job as a cashier |
| 3. Work Experience | c. a degree in sociology from the University of California at Irvine |
| 4. Volunteer Experience | d. speaks Spanish, types quickly and accurately |
| 5. Skills | e. Hiller's Shoe Store |

2 Underline all the information in the reading about the five categories in Activity 1. Number each piece of underlined information. For example, put "1" next to the objective.

Rachel Christie wants ¹to get a job as a patient care technician or nurse's assistant at a hospital in Tucson, Arizona. She worked as a nurse in her home country of Mali before moving to Tucson. She has a nursing degree from the University of Bamako in Mali and a high school diploma from the International School of Bamako. Rachel worked as a nurse at the Red Cross Hospital in Bamako from June 2014 to March 2017. In Tucson, she has volunteered in the pediatric unit at University Medical Center since April 2017. She has helped in the playroom, and she also reads books to children. Rachel has a lot of skills for working in a hospital, and she has taken care of sick children for many years. She can also speak French and English fluently, and she gets along well with everyone.

3 Use your underlined information from Exercise 2 to complete the chart. When necessary, put the information in order from most recent to least recent.

Objective	<i>to get a job as a patient care technician or nurse's assistant at a hospital in Tucson, Arizona</i>
Education	
Work Experience	
Other Experience	
Skills	

- 4** Complete the résumé with the information from your chart. Use correct formatting, capitalization, and punctuation.

Rachel Christie
66 Pine Street Tucson, AZ 85719
(520) 555-4321 • rc@cup.org

Objective

Education

Work Experience

Other Experience

Skills

5 Check your writing.

- | | Yes | No |
|---|-----|-----|
| 1. I checked for Rachel's name, address, phone number, and email. | [] | [] |
| 2. I included Rachel's job objective. | [] | [] |
| 3. I included Rachel's education and job experience. | [] | [] |
| 4. I included adjectives that describe Rachel as a worker. | [] | [] |