

# 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?



# UNIT 1

## Teaching objectives

- Introduce Ss to the topic
- Find out what Ss know about the topic
- Preview the unit by talking about the pictures
- Provide practice with key vocabulary
- Provide practice with listening and note-taking skills

## WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.  
*Lesson A:*  
*Give examples of hard and soft skills*  
*Discuss job skills*
- Begin class. Books closed. Point to *job skills* in the lesson focus. First ask: *What is an example of a skill that a teacher might need?* Help Ss with vocabulary as needed. Elicit appropriate answers, such as: *patience, communication skills, administrative ability, computer knowledge, creative ability*. Write their responses on the board, or if they don't come up with any, write some of the responses above on the board, explaining any unfamiliar vocabulary. Divide the board into two columns with *Hard Skills* and *Soft Skills* as headings. Tell Ss that in today's job market, workers need both hard and soft skills. Ask them in which column they should put each skill that a teacher might need.
- Write their answers in the column that they designate, even if they are wrong. Tell Ss that they will learn more examples of hard and soft skills in the listening. Ask: *What are your top skills? Do you think these are hard or soft skills?* Point to each category on the board. Ss can categorize each skill they read aloud, as you write them in the column Ss indicate. Do not erase the board.

### Teaching Tip

When you are previewing a lesson, don't give away too much information, or Ss will not be as motivated when they get to the lesson. For example, because the purpose of the listening in this unit is to explain the difference between hard and soft skills, don't define the difference during the preview above. Allow Ss to make their best guesses, even if they are wrong. Just make sure to return to their guesses after the listening to make any necessary corrections. This way, the preview can also be used as an evaluation of Ss' comprehension of the listening.

## PRESENTATION

- Books open. Set the scene. Write the unit title on the board: *Selling yourself*. Ask Ss to look at the pictures and the title, and brainstorm what they think the title means (to persuade people that you have the right skills or abilities for a particular job or in a particular situation).
- Write their ideas on the board. If they have trouble answering, ask: *In what type of situation might you need to "sell yourself" to someone?* Elicit appropriate answers, such as: *applying for a job or to a university or writing a profile for a website*.
- Direct Ss' attention to Exercise **1A** on page 2: *What kinds of skills do people need to find a good job these days?*

- Add the question: *How can people "sell themselves" to prospective employers?* Elicit and write on the board as much vocabulary related to job skills as possible: *computer skills, critical thinking skills, research skills, people skills*.

### Culture Tip

Many people from the United States are quite comfortable with the idea of "selling themselves," but this may not be true for your Ss. You should explain to Ss that it is considered completely appropriate, and in fact expected, for people from the United States to talk about their skills—what they are good at—in many different environments, including professional, academic, and personal situations, such as on dating apps or websites.

## PRACTICE

- Direct Ss' attention to the pictures on page 2. Elicit and write on the board as much vocabulary about the pictures as possible (e.g., pharmacist, filling a prescription, project manager, designer, chef, sauce, plate [as in plating food], physical therapist, chiropractor, doing exercises). Then hold up the Student's Book and direct Ss' attention to the woman in picture 1. Ask: *What is she doing? What is her job?*
- Direct Ss' attention to picture 2. Ask: *What are the people doing? What jobs do they have?*
- Direct Ss' attention to picture 3. Ask: *What is the man doing? What is his job?*
- Direct Ss' attention to the men in picture 4. Ask: *What is the man doing to the other man's leg? What is his job?*
- Have Ss name a skill needed for each job. Ask Ss if any of these jobs match with their skills or experiences.
- Direct Ss' attention to **1B**. Have them discuss the questions in pairs.

## COMPREHENSION CHECK

- Call on individual Ss to answer the questions in **1B**. When they name a skill, ask them if it should go in the soft or hard skill category, and write it there.
- Remind them that they will revisit the columns after the listening to make changes, as necessary.

### Expansion activity (student pairs)

- Direct Ss' attention to pictures 2 and 4 on page 2. Tell Ss that they are going to write and role-play a conversation between any two of the people in the pictures. Ss should use information from the picture, and each person should speak at least five times.
- Model the activity. Ask Ss to come up with the beginning of one of the conversations as a class. Write the beginning of the conversation on the board.
- Ss finish the conversation in pairs. Walk around and help as needed.

# LESSON A Listening

## PRESENTATION

- Books open. Direct Ss' attention to Exercise **2A**. Read the instructions aloud. Tell Ss they are going to hear an audio segment about two different types of skills. They will listen once and answer the questions in Exercise **2A**, and then listen again and take notes in Exercise **2B**. Ask Ss to predict which types of skills they will hear about (hard and soft skills).
- ▶ **CD1, Track 2** Play or read the audio (see audio script, page T-162).
- Ask Ss if they understood everything in the listening exercise.
- Write any unfamiliar words on the board and help Ss understand the meaning of each new word.
- Elicit answers to the questions.
- Focus Ss' attention on Exercise **2B**. Tell them that they will be taking notes. By a show of hands, ask Ss how many of them regularly take notes in their native language. Then ask how many of them take notes in English.
- Write on the board: *Tip: Write only important words.*
- Dictate the following sentences and have Ss take notes.
  - **Sacramento** is the **capital** of **California**.
  - If you want to take a **class** for **no credit**, you must **register as an auditor**.
  - One characteristic of **successful people** is that they **set goals**.

### Teaching Tip

Even if Ss are good at taking notes in their first language, they may struggle in English. Their first inclination might be to try to write down every word. You need to discourage this by giving them tools, such as organizing their notes to distinguish main ideas from details, learning how to abbreviate words, and leaving space for information they have missed.

- ▶ **CD1, Track 2** Play or read the audio again. Tell Ss to listen and complete the notes based on the information they hear. They should try to write only the most important words.
- Pause the audio after the speaker says **Hard skills are the technical skills and the knowledge you need to do a job. These are things you can learn in school or on the job.** Ask Ss where they wrote this information in their notes (next to A1, definition).
- Provide feedback on notes by eliciting and writing on the board the key words (those words in bold) or the words Ss eliminated.

## PRACTICE

- ▶ **CD1, Track 2** Play or read the audio again. Ss complete the rest of the notes.
- Direct Ss' attention to Exercise **2C**. Read the instructions aloud. Have Ss work in pairs to answer the questions.
- Walk around and help as needed.

## COMPREHENSION CHECK

- Elicit answers to the questions in Exercise **2C** from the Ss. If they struggle with any of the questions, play or read the audio again, stopping immediately after each of the questions is answered.
- Copy the outline from Exercise **2B** on the board, leaving plenty of room for Ss to write their notes.
- Have four Ss copy their notes in the outline on the board.
- Discuss the Ss' notes with the class.

### Expansion activity (individual students)

- Call on Ss to reconstruct the listening from their classmates' notes; have them put the notes into full sentences.

## APPLICATION

- Put Ss into groups of three or four and have them discuss Exercise **2D**.
- After about ten minutes, have one S from each group answer all three questions.

## EVALUATION

- Direct Ss' attention to the lesson focus on the board, and the information they put earlier in the class in the two columns, *Hard Skills* and *Soft Skills*. Ask them if they want to move any of the information to the other column. If they do, ask them to explain why they have changed their mind by referring to the definitions of hard skills and soft skills.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

### More Ventures, Unit 1, Lesson A

Workbook, 15–30 min.

Collaborative Worksheets,  
30–45 min.

[www.cambridge.org/ventures/  
resources/transitions](http://www.cambridge.org/ventures/resources/transitions)

Teaching tips from World of  
Better Learning Blog





## 2 Listening

**A Listen** and answer the questions.

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

**B Listen again.** Take notes on the key information.

*Topic: Two types of job skills*

*A. Hard skills*

1. *Definition: technical skills & knowledge needed to do a job*
2. *Examples: pharmacy tech - names of medications, use cash register, take messages*

*B. Soft skills*

1. *Definition: personal qualities; people skills*
2. *Examples: hardworking, motivated, reliable, enthusiastic; communicate well with classmates & coworkers; customers like you & trust you*

*Conclusion soft skills: more important*



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 <i>-ed</i>	Adjective <i>-ing</i>	
I'm <b>interested</b> in this job.	This is an <b>interesting</b> job.	This job is <b>interesting</b> .
He's <b>excited</b> to do the work.	This is <b>exciting</b> work.	The work is <b>exciting</b> .



### 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.

### Teaching objectives

- Introduce adjectives ending in *-ed* and *-ing*
- Provide practice with participial adjectives
- Describe feelings with participial adjectives

## WARM-UP AND REVIEW

- Before class. Write the lesson focus on the board.  
*Lesson B:*  
*Participial adjectives*
- Begin class. Books closed. Review adjectives. Write these three sentences on the board:  
*The child felt sick.*  
*The child felt tired.*  
*The homework was tiring.*
- Ask Ss to identify the adjectives in each sentence (sick, tired, tiring).

### Teaching Tip

Ss might have trouble identifying words that end in *-ed* and *-ing* as adjectives since those are also verb endings. If they are confused, ask: *Who or what does the word tired describe?* (the child.) *Who or what does the word tiring describe?* (the homework.) *What part of speech are child and homework?* (nouns.) *What do we call words that describe nouns?* (adjectives.)

## PRESENTATION

### Focus on meaning / personalize

- Books closed. Direct Ss' attention to the lesson focus on the board. Read it aloud.
- Write on the board: *When my students smile in class, I think they are interested in what I am teaching. When they frown, I think they are bored. Smiling students means an interesting class. Frowning students means a boring class.*
- Underline the participial adjectives: *interested, bored, interesting, boring.*
- Elicit or explain how they are the same and how they are different. (An adjective ending in *-ing* is the cause or source of the emotion, e.g., interesting class—the class caused interest; an adjective ending in *-ed* is the receiver of the emotion, e.g. interested students—the class caused students to be interested.)
- Explain that often the *-ed* form of the adjective describes the way someone feels, and the *-ing* form describes a situation, thing, or person.

### Focus on form

- Use the animated grammar presentation in one or more of the following ways:
  - Have Ss preview it before class
  - Show it in class
  - Encourage Ss to watch it outside of class.
- Books open. Direct Ss' attention to the participial adjective chart in Exercise 1. Read each sentence under the *Adjective -ed* and *-ing* headings aloud. For each sentence, ask: *What noun or pronoun does the adjective in green describe?* (I, He, job, work, job, work.)
- Call on a S to read the paragraph above the chart.

## PRACTICE

- Direct Ss' attention to Exercise 2A. Read the instructions aloud.
- Ask two Ss to read the example aloud. Make sure Ss understand that the exercise is a dialog between two people, A and B.
- Ss complete the exercise individually. Walk around and help as needed.

## COMPREHENSION CHECK

- Call on two Ss to read the dialog aloud. One will be A, and the other will be B.
- Tell the rest of the class: *If you hear a mistake, raise your hand.*
- For any mistakes, ask: *Which noun does the adjective describe? Does it describe the way someone feels? If so, you need -ed. Does it describe a thing or a situation? If so, you need -ing.*

### Expansion activity (individual students)

- As Ss work on Exercise 2A, tell them to circle the noun that each adjective describes.

## LESSON B Participial adjectives

### PRACTICE

- Books open. Direct Ss' attention to Exercise **2B**. Read the instructions aloud.
- Read the adjectives in the box aloud. Ask Ss to repeat after you as you read each one.
- Ask: *Are there any adjectives you don't understand?* Define words as necessary or ask a S to define.
- Ask two Ss to read the example conversation aloud. Then have Ss complete the exercise in pairs.
- Read the second part of Exercise **2B** aloud. Ask a S to read the example sentence to the class.
- Ss complete this part of the exercise individually. Walk around and help as needed.
- Ask individual Ss to write their sentences on the board. Ask other Ss to read each sentence aloud. Ask: *Is this sentence correct?* For any mistakes, ask: *Which noun does the adjective describe? Does it describe the way someone feels? If so, you need -ed. Does it describe a thing, a situation, or a person? If so, you need -ing.* Make corrections on the board as needed.

### APPLICATION

- Direct Ss' attention to Exercise **3A**. Read the instructions aloud.
- Model the task. Ask one S to read the first question aloud and another S to answer.
- Ss complete the exercise in small groups. Walk around and help as needed.
- Direct Ss' attention to Exercise **3B**. Read the instructions aloud.
- Ask different Ss to share information about their classmates with the class.

### Expansion activity (small groups)

- Model the activity. Ask a S to say one of the adjectives from the box in Exercise **3B**. The S sitting to his or her right now has to make a sentence with that word. For example: S A says: *annoying*. S B says: *My little brother is annoying because he wants me to take him everywhere*. Now S B says another adjective, and the S on his or her right makes a sentence.
- Ss in small groups. Have each group sit in a circle. Name one S in each group to begin.
- Continue for several minutes or until each S has had a chance to create a sentence. Call on groups to share sample sentences. Write them on the board.

### EVALUATION

- Direct Ss' attention to the lesson focus on the board. Ask Ss to describe feelings, and the experiences, people, or things that cause those feelings, using participial adjectives. For example, a S might say: *I feel bored when I am alone because it is boring to be alone*.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

#### More Ventures, Unit 1, Lesson B

Workbook, 15–30 min.

Collaborative Worksheets, 30–45 min.

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Teaching tips from World of Better Learning Blog



**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.* Answers will vary.

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

### Teaching objectives

- Review simple present, simple past, present perfect, and simple future tenses
- Provide practice with simple present, simple past, present perfect, and simple future tenses

## WARM-UP AND REVIEW

- Before class. Write the lesson focus on the board.  
*Lesson C:*  
*Review of verb tenses*
- Begin class. Books closed. Ask: *Where do you go to school?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple present* next to the sentences.
- Ask: *What did you eat for dinner last night?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple past* next to the sentences.
- Ask: *How long have you been at this school?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *present perfect* next to the sentences.
- Ask: *When will the semester end?* Elicit full sentence answers. Write both the question and the answer on the board. Underline the verbs. Ask: *What is this verb tense called?* Write *simple future* next to the sentences.

## PRESENTATION

### Focus on meaning / personalize

- Books open. Direct Ss' attention to the lesson focus on the board. Read it aloud.
- Direct Ss' attention to *Grammar focus: Review of verb tenses*. Ask a S to read the explanation for simple present tense aloud. Ask Ss what a *general truth* means (something that is usually true). Ask for an example (The sun rises in the east.) Ask Ss what a *habitual event* is (an event that happens at the same time every day, week, month, year, etc.) Ask for an example (Class begins at 9:00, Monday to Friday.) Ask Ss what a permanent situation is (a situation that stays the same way for a long time). Ask for an example (I own a red car.) Ask: *Which of the three uses of simple present is the example from the WARM-UP?* (Where do you go to school? permanent situation.)
- Ask a S to read the explanation for simple past tense aloud. Ask Ss to give you an example sentence. Write it on the board and correct any errors.
- Ask a S to read the explanation for present perfect tense aloud. Ask Ss what a *non-specific time* means (a time that is not definite). Ask for an example (ever, already, yet).

- Ask a S to read the explanation for simple past tense aloud. Ask Ss to give you an example sentence. Write it on the board and correct any errors.
- Ask Ss which of the two uses of present perfect is the example from the WARM-UP is (How long have you been at this school? Present perfect: something that started in the past but continues to the present).
- Ask a S to read the explanation for simple future aloud. Ask Ss to give you an example sentence. Write it on the board and correct any errors.
- Remind Ss that they may have learned other ways to express the future (I'm going to leave tomorrow; I'm leaving tomorrow; I leave tomorrow.) but this lesson only focuses on the simple future tense with *will*.

### Focus on form

- Use the animated grammar presentation in one or more of the following ways:
  - Have Ss preview it before class
  - Show in class
  - Encourage Ss to watch outside of class.
- Books open. Direct Ss' attention to the chart in Exercise 1. For each verb tense, ask them to underline the verbs in both the questions and the answers. Explain what an auxiliary verb is. Say: *An auxiliary verb is a verb that is used together with the main verb. The verb be doesn't need an auxiliary verb in the simple present or simple past tense.*
- Ask: *What is the auxiliary verb for the simple present? (do / does.) What is the auxiliary verb for the simple past? (did.) What is the auxiliary verb for the present perfect? (have / has.) What is the auxiliary verb for the simple future? (will.)*

## PRACTICE

- Direct Ss' attention to Exercise 2 (Notice). Read the instructions aloud. Have a S read the example aloud, and make sure that Ss understand the exercise.
- Ss complete the exercise individually. Walk around and help as needed.

## COMPREHENSION CHECK

- When Ss have finished the exercise, tell them to check their answers with a partner.
- After a few minutes, call on Ss to answer the questions. Make corrections as needed.