



UNIT 1

FINDING THE Ideal Job

1. What job or profession does this person have?
2. Would you like to do this job? Explain your answer.
3. What is the ideal job for you?

VOCABULARY

Put the three sentences in each group in order. Write **1**, **2**, or **3** next to each sentence.

- a. 1 I saw a **posting** for an interesting job.
 3 The company called and asked me to come in for an **interview**.
 2 I sent my **résumé** to the company.
- b. 3 Mr. Fredericks went to school for more **training**.
 1 Mr. Fredericks wanted to change **careers**.
 2 Mr. Fredericks realized he needed new **skills** to find another job.
- c. 3 Myron realized that he needed to pay a higher **salary** because no one was interested.
 2 Myron put **postings** on the Internet for a new manager.
 1 Myron's best **manager** quit.
- d. 1 John was looking for someone with strong **skills** in photographing food.
 3 John **hired** Karen.
 2 John met Karen, who is **ideal** because she made ads for restaurants.
- e. 2 Kelly quit because she wanted a job with different **rewards**.
 3 Kelly is **running her own business**.
 1 Kelly had a big **salary** at her last job, but she did not like the job.
- f. 1 Theo had 20 years of **experience** as a cook.
 3 Theo decided to find a new **career**.
 2 Cooking was no longer a **challenge** for Theo.
- g. 3 Her brother told Lily Rose to find a job with a great **setting**.
 2 Her brother thought about the **rewards** Lily Rose might want from a job.
 1 Lily Rose asked her brother for **advice** on job hunting.

EXPAND

Each word or phrase in parentheses changes the meaning of the sentence. Cross out the word or phrase that does not make sense.

1. Kate's salary is (huge / pretty good / ~~expensive~~).
2. The rewards at my last job were (~~happy~~ / great / not very good).
3. You will get some (teaching / technical / ~~lazy~~) skills at this job.
4. Vladimir is a very (organized / ~~long~~ / unfriendly) manager.
5. Julie's friend gave her (useful / bad / ~~used~~) advice.
6. I want to move up in my job, so I'm signing up for some more (~~setting~~ / advanced / regular) training.
7. Sam works in a(n) (outdoor / ~~delicious~~ / beautiful) setting.
8. I want to work with (~~manager~~ / smart / friendly) people.
9. For this job, you must have plenty of (experience / ~~advice~~ / skills).
10. Some workers really enjoy working (alone / on teams / ~~in settings~~).

CREATE

Complete the email this college student is writing to his parents about his job search. Use the words from the box for items 1–3. For items 4–6, complete the sentences in your own words using new words from the unit.

advice

résumé

skills

Dear Mom and Dad,

Stop worrying. I've got this job thing all worked out. I have a degree in Computer Science. Any company will see that my computer **skills** _____ are excellent. My professor at school

1.

has given me a lot of good **advice** _____ about how to get a job next year.

2.

First, she says I should make sure my **résumé** _____ is on my LinkedIn page.

3.

Second, she wants me to _____.

4.

Third, she thinks I should _____.

5.

Fourth, she wants me to _____.

6.

DESCRIPTIVE AND POSSESSIVE ADJECTIVES

1. Descriptive adjectives describe nouns.

They can come after the verb *be*.

They can come before a noun.

When a noun follows an adjective, use *a*, *an*, or *the* before the adjective. (*A* and *an* are used only with count nouns.)

REMEMBER: Do not use *a*, *an*, or *the* when the adjective is not followed by a noun.

The teacher **is** *funny*.

She is **a** *funny* teacher.

She's **a** *funny* teacher.

She's **an** *important* writer.

The *new* teacher isn't here.

Gary is *smart*.

2. Possessive adjectives show belonging.

A noun always follows a possessive adjective.

When using possessive adjectives, do not use *a*, *an*, or *the*.

Possessive adjectives have the same form before singular or plural nouns.

Possessive Adjectives

my *your* *his* *her* *its*

our *your* *their*

I have a job. **My** job is very interesting.

His boss is nice.

Your office is beautiful.

Your offices are beautiful.

2 Use the words to write sentences.

1. for / Jenny / a / is / career / looking / new

Jenny is looking for a new career.

2. like / She / job / didn't / old / her

She didn't like her old job.

3. Our / funny / manager / and / is / smart

Our manager is funny and smart.

4. Internet / job / his / Juan / new / found / on / the

Juan found his new job on the Internet.

5. sister / out / work / of / is / My

My sister is out of work.

6. an / Richard Bolles / job / interesting / has

Richard Bolles has an interesting job.

7. wife / has / office / David's / a / huge

David's wife has a huge office.

8. Tom / Andrea / business / and / their / sold

Tom and Andrea sold their business.

9. pays / That / well / company / workers / very / its

That company pays its workres very well.

10. résumé / has / a / Dee / great

Dee has a great résumé

WRITE: A Paragraph and Its Topic Sentence

A **paragraph** is a group of sentences about one topic. The first sentence is the **topic sentence**. It states the main idea of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.

- 1 Read the paragraph. Then underline the topic sentence and circle the name of the writer's ideal job.

I want to be a mountain climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain climbing guides travel to many different parts of the world and meet other adventurous people.

- 2** Each paragraph is missing a topic sentence. Choose the best one below and write it on the line. Remember that the topic sentence must give the name of the writer's ideal job.

Paragraph 1

There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

Topic Sentences

- a. I would like a job working with animals.
- b.** I think I would like to become a veterinarian.
- c. A veterinarian helps people and animals feel better.

Paragraph 2

Many people think accountants have boring jobs, but I think accounting is interesting. I like math, and I am good at it. I also like helping people manage their money. So I think I have the skills to be an accountant. Accountants mostly work alone. I like meeting people, but I prefer to work alone. Good accountants can earn a lot of money, and that is important for me.

Topic Sentences

- a. Accountants are very important for businesses and people.
- b. I would like to be a mathematician.
- c. My ideal job is to be an accountant.

3 Write the topic sentence for the paragraph that you are going to write about your ideal job.

Your topic sentence: _____

- 4** Now write the first draft of your paragraph about your ideal job. Start with your topic sentence. Then write sentences that explain the idea in your topic sentence. Use the list you made on page 20 to help you write your paragraph.

FINAL DRAFT CHECKLIST

- Does your paragraph tell about your ideal job?
- Does it tell about the skills, setting, and rewards related to this job?
- Does it contain a topic sentence?
- Are there enough supporting sentences to explain the topic sentence?
- Do the supporting sentences give reasons why the job is ideal for you?
- Do you use descriptive adjectives and possessive adjectives correctly?
- Do you use new vocabulary that you learned in this unit?



UNIT 2

CREATIVE Thinking

1. What are the students learning in this class?
2. How will the teacher decide their grades?
3. What is the difference between this class and other classes like Math or English?

VOCABULARY

REVIEW

Complete the sentences with the correct words or phrases from the box.

combining	fact	original	study
create	focus on	pieces	take a risk
curious	logical	prove	
encourage	measure	solve	

1. My favorite class is History and Literature of the American Revolution.
___ **Combining** ___ English and History in one class is a great idea!
2. Tell me more about your life. I am ___ **curious** ___.
3. I know you think you are a terrible dancer. ___ **take a risk** ___ and sign up for the class anyway!
4. Being bored can help you be more creative. That is what a recent ___ **study** ___ at the University of Central Lancashire found.
5. Each art student painted six ___ **pieces** ___ for the final.
6. Michelle hates numbers, but she became a math teacher? That's not ___ **logical** ___.
7. You may not like online education, but it is a ___ **fact** ___ that more students are taking classes online every year.
8. Steve just made a CD of 14 ___ **original** ___ songs. He is a great songwriter!
9. My roommate is not doing well in his classes. We need to ___ **encourage** ___ him to do better.
10. For Creative Writing class, I have to ___ **create** ___ a blog. I will put my writing there, and other students can comment on it.
11. My advisor tells me I have to ___ **focus on** ___ one major. But I can't decide. I love studying all different things!

12. Our baseball team got new shoes, but they were the wrong sizes. The coach forgot to _____ **measure** _____ our feet before he ordered them!
13. I need to take the English entrance test tomorrow. If I _____ **prove** _____ I can write an essay, I don't have to take English 1A.
14. Ben, can you help me _____ **solve** _____ this problem? I can't get the computer to work with the projector.

EXPAND

1 Read the sentences on the left, paying attention to the boldfaced expressions. Then match the sentences on the left with the sentences that have similar meanings on the right.

c 1. I **solved the problem**.

d 2. I **had an idea**.

a 3. I **realized** Pam was an artist.

b 4. I **remembered** Pam was an artist.

e 5. That film **made me think of** Pam.

a. This was always true, but I only just understood it.

b. I knew this, but I forgot until now.

c. First, it was difficult, but then I found an answer that worked.

d. I thought of something new.

e. I saw it and I thought of her.

Now you are going to *write a paragraph about a time you (or someone you know) used creative thinking to solve a problem.* Introduce the story. Describe the problem. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it. Use the vocabulary and grammar from the unit.*

PREPARE TO WRITE: Charting a Writing Prompt

Charting your writing prompt can help you make sure you answer all the parts of a question when you write. The chart below has one row for each part of the question you will answer in your paragraph.

1. Introduce the story	<i>Being curious helped me solve a big problem for my grandfather.</i>
2. Describe the problem	<i>My grandfather can't type emails or texts because he has very shaky hands.</i>
3. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it.	<i>I was curious about iPads because so many people love them. I found the VoiceText app. It made me think of my grandfather.</i>

Look at the chart and think about a time you or someone else used creative thinking to solve a problem. The problem might be a difficult assignment in school, or it might be an everyday problem. Complete the chart. Then discuss your answers with a partner.

1. Introduce the story	
2. Describe the problem	
3. Tell how you (or someone else) used creative thinking (being curious, combining ideas, taking risks, making a lot of something) to solve it.	

WRITE: A Complete Paragraph

WRITING A COMPLETE PARAGRAPH

A complete paragraph has **three parts**: a topic sentence, supporting sentences, and a conclusion.

In this assignment, do the following in each part:

- **Topic sentence:** Introduce the topic and make a general statement. (This may be one or two sentences.)
- **Supporting sentences:** Explain the problem and the creative process you introduced in the topic sentence.
- **Conclusion:** Tell the end of the story, or make a final comment about the story.

1 Read the paragraph. Put brackets [] around the three parts of the paragraph.

Being curious helped me solve a big problem for my grandfather. He can't type emails or texts because he has very shaky hands. I was curious about iPads because so many people love them. I borrowed my friend's iPad and looked at all the games and other apps on the screen. I played a few games and learned about a few apps. But the best app was VoiceText. I touched it, I talked, then all of my words came on the screen. It was like someone else was typing my words! It made me think of my grandfather. He can't type, but he can talk! My cousins and I bought him an iPad with VoiceText, and now he can text or email us any time!

2 Each paragraph is missing one part. Circle the name of the part it is missing.

Paragraph 1

Last semester in English, I took a big risk and wrote a very creative essay about my grandmother. My teacher loved it and told me it was very creative. After that, I began to take more risks in my writing. Now I am a better writer, and I also enjoy it more.

What is missing?

- a. Topic sentence
- b. Supporting sentences
- c. Conclusion

Paragraph 2

My history teacher last semester used a very creative way to teach our class. During the first class, she got angry with students because they looked at their phones during class. For the second class, she asked who had Twitter accounts. Half of the class raised their hands. She put us in pairs so that each pair had a phone with a Twitter account. She told us to search for the hashtag #hist232 in Twitter. We did, and we found a history question from her! We discussed the question with our partners, then tweeted the answer with the hashtag #hist232. We looked at all our answers on the big screen at the front of the class. We had interesting conversations with each other on Twitter and in person.

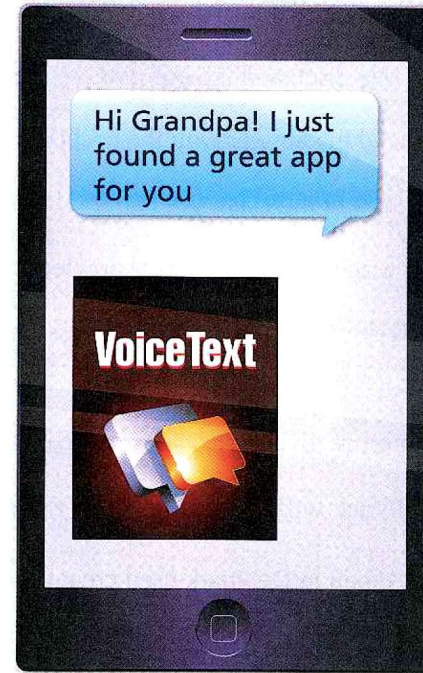
What is missing?

- a. Topic sentence
- b. Supporting sentences
- c. Conclusion

1 Read the revisions of the paragraphs and finish the sentence below each one.

Paragraph 1

Being curious helped me solve a big problem for my grandfather. He can't type emails or texts because he has very shaky hands. I was curious about iPads because so many people love them. I borrowed my friend's iPad and looked at all the games and other apps on the screen. I played a few games and learned about a few apps. But the best app was VoiceText. I touched it, I talked, then all of my words came on the screen. It was like someone else was typing my words! It made me think of my grandfather. He can't type, but he can talk! My cousins and I bought him an iPad with VoiceText, and now he can text or email us any time!



The picture gives the reader more information about how the app works and what it looks like

Paragraph 2

My history teacher last semester used a very creative way to teach our class. During the first class, she got angry with students because they looked at their phones during class. For the second class, she asked who had Twitter accounts. Half of the class raised their hands. She put us in pairs so that each pair had a phone with a Twitter account. She told us to search for the hashtag #hist232 in Twitter. We did, and we found a history question from her! We discussed the question with our partners, then tweeted the answer with the hashtag #hist232. We looked at all our answers on the big screen at the front of the class. We had interesting conversations with each other on Twitter and in person. This teacher combined her knowledge of history, Twitter, and young students to create that fun exercise. After that day, history was always fun, and the teacher didn't get angry anymore.



The picture gives the reader more information about how Twitter work in that class.



MAKING Money

1. Copying money becomes easier as copier technology becomes better.
What equipment do people need to copy money?
2. What is the best way to stop people from copying money?
3. How can you tell real money from copied (fake) money?

VOCABULARY

REVIEW

- 1 The following sentences do not make sense. Cross out the boldfaced word or phrase. Above it, write the correct antonym (opposite) from the box so the sentence makes sense.

arrested	completely	illegal	prevent
breaking the law	counterfeiter	nervous	

1. When I got the \$100 bill, I noticed that the paper didn't feel right. "Is it possible that a ~~government worker~~ **counterfeiter** made this?" I asked myself.
2. The police officer took the woman by the arms, put her in the police car, and took her to the police station. He **arrested (her)**.
3. His legs were shaking. His heart was going very fast. His lips were dry. He felt very **nervous** as he gave the bank the counterfeit money.
4. The fire destroyed everything in the shop. The expensive designer clothing and all the jewelry were **completely** ~~not at all~~ destroyed.
5. It's **illegal** ~~not a problem~~ to make photocopies of money. Teachers should use real bills when they teach students about American money.
6. Take that dollar bill out of the copier! You are **breaking the law**.
7. New Zealand, Brazil, and China now use special plastic instead of paper for their bills to **prevent (counterfeiting)**.

2 Complete the sentences with the words from the box.

bill equipment fake ink scanner technology

1. Printing presses, copiers, scanners, and magnifying glasses are different kinds of _____ **equipment** _____ used in counterfeiting.
2. Even new printing presses use _____ **technology** _____ that is over 500 years old.
3. I want to be able to put this magazine photograph on my computer screen. I need a(n) _____ **scanner** _____.
4. Don't be fooled by that "Rolex" watch. It's cheap because it's _____ **fake** _____.
5. I need change. Can I have four quarters for a one-dollar _____ **bill** _____?
6. Professor Porter always corrected my papers with purple _____ **ink** _____ since she didn't like red.

EXPAND

- 1 Money isn't the only counterfeit product. Look at the pictures of other counterfeit products. How can you tell that these products are fake? Discuss with a partner.



1. Pirated CD



2. Imitation sports shoes

2 Read about Nicola and Jim, and look at the picture.

Nicola and Jim are at the flea market, a market where people sell lots of cheap products. Nicola is surprised that there are so many cheap designer products. Jim knows that these products are all fake.

