

10 SKILLS

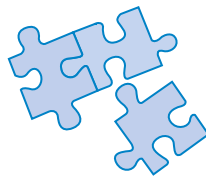
Are today's students ready for work after college?

Discussion point

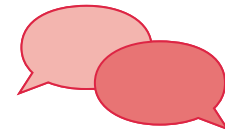
Discuss these questions with a partner.

- 1 Do you agree that all of these skills are important to have?
I agree / don't agree. I think ...
- 2 What other skills are important?
It's important to be good with numbers / speak another language / have "people skills."
- 3 Chose a skill from the infographic. Ask if other people in your class can do it. Are the answers similar?
In our class, more / fewer students can ...

A recent survey of 1,500 students asked:
"Which skills do you have?"



I can solve problems. **82%**



I can communicate well with others. **66%**



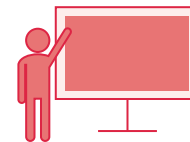
I can work in a team. **76%**



I can summarize information. **58%**



I can learn new skills. **74%**



I can give a presentation. **40%**

VIDEO

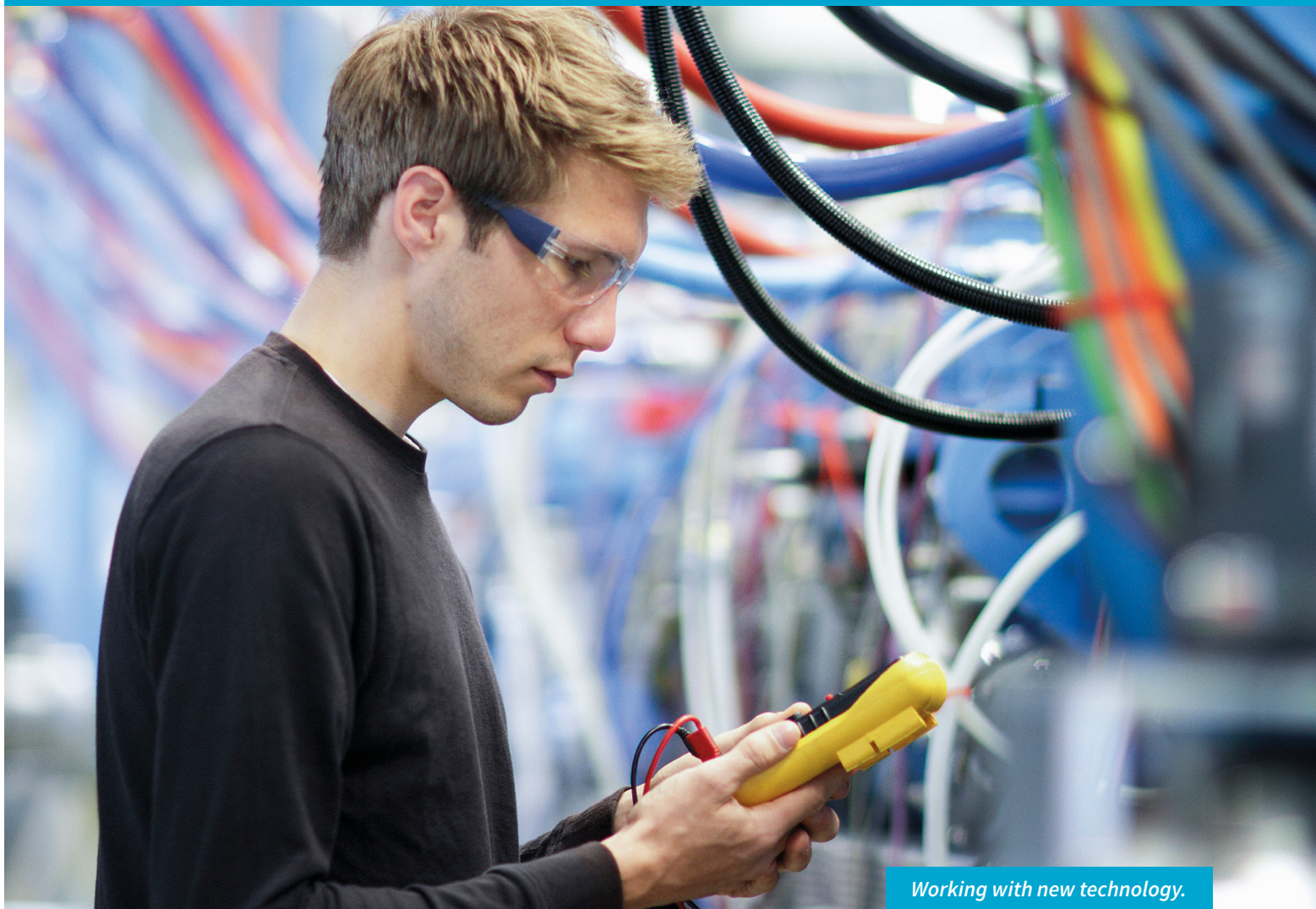


SKILLS OF A CHAMPION

Before you watch

1 Match the words on the left with the definitions on the right.

- | | |
|------------------------|---------------------------------------------------------------|
| 1 champion (n) | a to get ready for something |
| 2 find out (v) | b about everything, not just one thing |
| 3 education (n) | c teaching or learning in schools, colleges, and universities |
| 4 prepare (v) | d to get information about something |
| 5 general (adj) | e someone who wins a competition |



Working with new technology.

While you watch

- 2 Watch the video. Complete the sentences with one word from the box.

afternoon sports teacher work

- 1 Shichahai is a _____ school in China.
- 2 Zhang Jing is a _____ at the school.
- 3 Students have lessons in the morning and sports in the _____.
- 4 To become a sports champion, students need to _____ hard.

After you watch

- 3 Answer the questions with a partner.

- 1 Which sports do you like watching? Why?
I like watching ...
I don't like watching sports. I prefer ...
- 2 Which sports do you like doing?
I like playing ...
I don't like playing sports because ...
- 3 Are sports schools a good idea? Why / why not?
Yes, I think they are a good idea because ...
No, I don't think they are a good idea because ...

Children and their skills

A Vocabulary preview

1 Match the words and phrases with their definitions. Use a dictionary to help you.

- | | |
|------------------------|---------------------------------------------------|
| 1 during (prep) | a to get or become better |
| 2 future (n) | b the period of time after the present |
| 3 idea (n) | c from the beginning to the end of a period |
| 4 improve (v) | d a thought or picture in your mind |
| 5 real (adj) | e existing in fact |
| 6 remember (v) | f to test something |
| 7 throw (v) | g to send something through the air, e.g., a ball |
| 8 try out (v) | h to bring back information to your mind |

2 Use the words from Exercise 1 to complete the sentences.

- 1 Kelly wants to _____ her listening skills.
- 2 There is no talking _____ the exam.
- 3 Do you _____ the first day of this class?
- 4 Ben wants to _____ his new running shoes.
- 5 I don't think that Picasso painting is _____.
- 6 I think taking a computer class is a great _____.
- 7 Please don't _____ your old papers on the floor.
- 8 What do you want to do in the _____?

B Before you read

Preview the text *Children and their skills*. What do you think it's about? What type of text is it? Choose the answer you think best describes the text.

- a The text is about what children can do at different times in life. It is a summary of a lecture.
- b The text is about the skills that children need before they can do well at school. It is a list from a professor.
- c The text is about how children develop skills at school. It shows the answers from a survey from parents and teachers.
- d The text is about why some children can learn skills, but others cannot. It is a description of how to develop these skills in children.

C Global reading

Skim the text to check your prediction.

Previewing

Children and their skills

Professor Patricia Rankin, Education Department

The following is a summary of yesterday's lecture on the four stages of development, as described by researcher Jean Piaget (1896–1980). It describes how children learn, from birth to about 15 years of age. Some children learn these things at different times, but all children go through the stages in the same order.

Stage 1

This stage begins at birth and ends at age two. Early at this time, children understand only what they can see. They feel things, throw things, and put things in their mouth. This is how they learn about the world. At about eight months, they understand there are things that are not in front of them. They also begin to understand more because they can now stand and walk. At about two, they begin to understand language.

Stage 2

During this stage, between two and seven, children's use of language improves. They begin to understand that we can use words, numbers, and pictures when we describe things. They can now remember information, so they often talk about things that are not in front of them. Playing is important, and very often children tell stories that are not real. At about four, they start to ask questions to understand their world more.

Stage 3

This stage begins at seven and ends at 11. Children now think about other people more, not only themselves. They can understand why things happen. They now know that their ideas and feelings are different from others' ideas and feelings. They begin to think more like a scientist, and can solve problems by trying out new ideas to see if they work.

Stage 4

Children at this stage—when they are 11 to about 15—now think in an abstract way. For example, they can use symbols to understand abstract ideas in math and science. They can now think about different ways to do things, not only one way. They also think more about what is possible in the future. They now understand what is right and what is not.

GLOSSARY

abstract (adj) existing as an idea or feeling; not something you can touch

stage (n) a period of development

symbol (n) a picture or shape used to represent something

D Close reading

- 1 Highlight the key information in the text. Annotate the text with any questions, definitions, or notes.

When you organize information from a text into a chart, it gives you a more visual way to see the details. It also allows you to see any similarities and differences easily.

- 2 Read the text and complete the chart. Include at least two things children do / can do at each stage.

Stage	Children's age	What they do / can do at this stage
1		
2		
3		
4		

- 3 Match the sentence halves. Then write the sentences in the correct order to make a short summary of the text.

- | | |
|-----------------------------------------|--------------------------------------------------|
| 1 During the third stage, they ___ | a there are four stages of learning in children. |
| 2 Jean Piaget's research shows that ___ | b begin to think in abstract ways. |
| 3 Children in the first stage ___ | c begin to think about other people more. |
| 4 Those in Stage 4 ___ | d ask questions and like to play. |
| 5 During Stage 2, children ___ | e understand only what's in front of them. |

E Over to you

Discuss these questions in a group.

- 1 Name two things you can learn as a child. When is it best to learn them?
You can learn to ... as a child. I think it's best to learn it when ...
- 2 Think about children in your family. Does the text describe them well? Why / why not?
I think / don't think the text describes them well because ...
- 3 Think about when you were aged 11 to 15. Does Stage 4 describe you?
I think Stage 4 describes / doesn't describe ...

Study skills

Checking your paragraphs

After you write a paragraph it's important to check it. Use this checklist to help you.

Is your topic clear?

Be sure your paragraph's topic is clear. Write it next to the paragraph.

Do you have a topic sentence?

Find your topic sentence—the one that states your topic. Highlight it.

Are all the sentences needed?

See if each sentence is needed. If not, cross it out.

Are the sentences in the best order?

See if each sentence is in the best place. If not, move it.

Do the sentences link well?

Be sure sentences link well. Consider adding words like *and*, *but*, *first*, *then*, *because*, *so*, etc.

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- 1 Read the paragraph below. What is it about? Write the topic. Then highlight the topic sentence.

My nephew Jason is seven years old. He lives with my sister and her husband. Jason is a normal boy, but for his age he is good at many things. He is very good at math. He is very good at science. He doesn't have a part-time job. He is good at sports, too. He plays soccer very well, and is on the basketball team. He is also good at languages. He can speak English and Spanish. For example, he plays both the piano and violin. He also is good at music. He says he would like to be a famous musician someday.

- 2 One of these two sentences is not needed. Cross it out in the paragraph.

He doesn't have a part-time job. He is also good at languages.

- 3 This sentence is not in the best place. Check (✓) the place in the paragraph that is better.

For example, he plays both the piano and violin.

- 4 Combine two sentences with *and*.

- 5 Rewrite the paragraph with the changes you made in Exercises 2–4.

STUDY SKILLS

The people I know

A Vocabulary preview

1 Match the words with their definitions. Use a dictionary to help you.

- | | | | |
|---|-----------------------|---|----------------------------------------------------|
| 1 | accountant (n) | a | relaxed |
| 2 | calm (adj) | b | something true |
| 3 | care (v) | c | to show interest |
| 4 | fact (n) | d | someone who keeps records of money |
| 5 | hurt (v) | e | not right or correct |
| 6 | leader (n) | f | to cause pain to someone |
| 7 | share (v) | g | to have something at the same time as someone else |
| 8 | wrong (adj) | h | a person who controls a company, country, etc. |

2 Use the words from Exercise 1 to complete the sentences.

- Try not to _____ other people's feelings.
- Allison doesn't understand that leaving work early is _____.
- The _____ of my country is only 35 years old.
- Jeff makes a lot of money as a(n) _____ for a food company.
- Our office is too small. I need to _____ a desk with another person.
- It's a(n) _____ that a college education helps you get a good job.
- If you get angry at work, stay _____ and go outside for a minute.
- Michelle and Hal are very kind and _____ about the people who work for them.

B Before you read

Read the title and headings, and look at the pictures from *The people I know*. Check the "types" in a dictionary. What do you think these types of people are like? Match each type with a description.

- | | | | |
|---|------------------|---|--------------------|
| 1 | Inspectors ____ | a | are good managers. |
| 2 | Givers ____ | b | have clear goals. |
| 3 | Protectors ____ | c | care about others. |
| 4 | Supervisors ____ | d | don't like change. |

C Global reading

- Skim the text to check your prediction.
- Skim the text again. Do any of the descriptions describe you? In what way?

Skimming

The people I know

- 1 Everybody we meet is different, but we share some things with the people we work or study with. What type of person are you? Read these four descriptions. Do any of them describe you or the people you know?

THE INSPECTORS

- 2 Inspectors have clear goals and work hard to meet them. They don't need abstract ideas—they want facts. They think before doing. They don't like something that's fun or too easy because they feel it's not useful. Inspectors make good friends because they are good listeners.
- 3 Inspectors have many problems understanding other people's feelings. They don't always work well with ideas different from their own. They prefer to work alone, but can work well on teams if they need to. Because they are good with details, they make good accountants and web designers.



THE GIVERS

- 4 Givers are happy when others are happy. They are easygoing, sociable, and good at understanding the needs of others. They care about others and have good people skills. They are good with details and like doing things that make life easy for others. Givers are helpful, so they work well on a team.
- 5 They don't like change, and not every Giver is good at solving problems. They usually say what they feel is right and what they feel is wrong. Some people don't like this. Givers can be excellent nurses or salespeople.



THE PROTECTORS

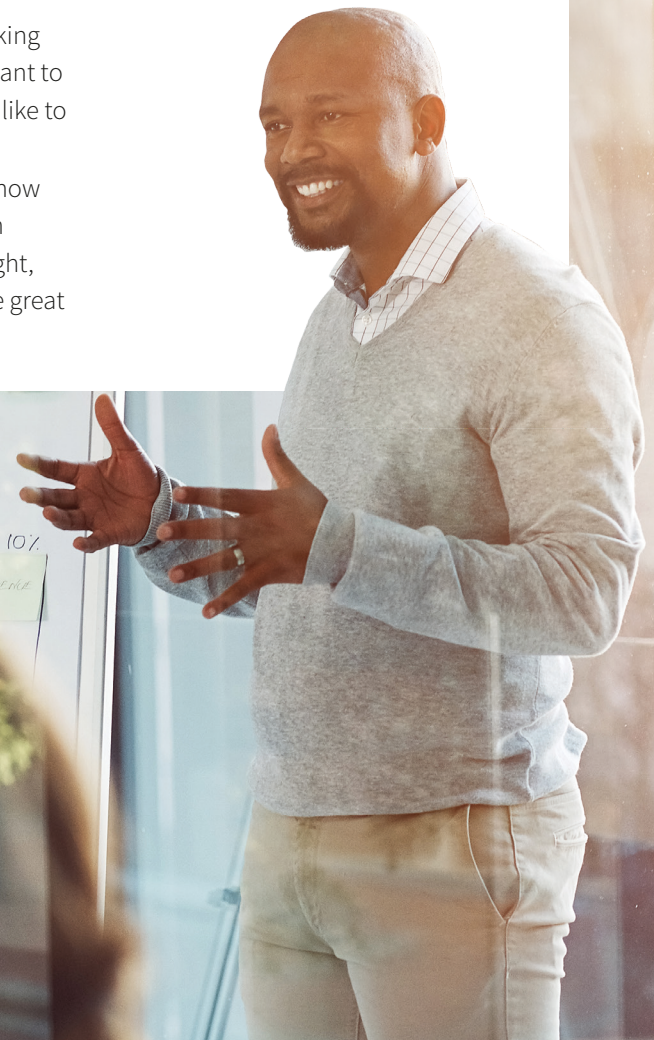
- 6 Protectors are calm, quiet, and friendly. They are good listeners. They are good at understanding other people by watching them. They can remember details about other people easily, and they care about others' feelings. Friends and family can describe Protectors as people they like to be around.
- 7 They care about their work, but sometimes care more about others. This means they can forget about their own work. People can hurt them easily when they don't like something the Protectors say or do. Protectors make good teachers and librarians.

THE SUPERVISORS

- 8 Supervisors are interested in doing things, not talking or thinking about them. They don't like ideas that aren't useful or important to them. They are fine doing many different types of work. They like to finish one thing so they can go on to something else.
- 9 People like Supervisors if they can remember to think about how others feel. They don't show their own feelings much and can sometimes hurt others. It's important for Supervisors to be right, but they are always fair. They are born leaders, so they can be great managers and business people.

GLOSSARY

- detail (n)** small piece of information
- feel (v)** to think or believe
- go on to (v)** to finish something after doing something else
- needs (n)** what someone wants or requires



D Close reading

- 1 Read the description of each type of person in the text. Highlight things that are positive about each type. Underline any negative things.
- 2 Complete the chart with notes. Include at least two positive things and one negative thing for each type.

Type	Two positive things	One negative thing	Possible jobs
1 Inspectors			
2 Givers			
3 Protectors			
4 Supervisors			

- 3 Write the two types of people that each statement describes.

- 1 They are good listeners. _____

- 2 They are good with details. _____

- 3 They care about others. _____

- 4 They're not always interested in others' ideas. _____

E Over to you

Discuss these questions in a group.

- 1 What three descriptions, from anywhere in the text, do you think describe you?
I think I am calm / care about people / am a good listener.
- 2 Think of a person you know for each type. Why do you think that person is this type?
My father is a ... because he ...
- 3 What other job can each type be good at?
An Inspector can also be a good ...

Organizing information into a chart

Topic vocabulary

Collocations related to skills

Many collocations are related to skills, such as *play the piano*, *give a presentation*, and *write a summary*. As with all collocations, learn the words together.

1 Write the collocation under the correct picture.

cook a meal drive a car follow instructions give a presentation
lead a team manage money solve problems use a computer



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____

2 Complete the sentences with a collocation from Exercise 1.

- 1 I _____ of four people at my office. We work well together.
- 2 You never _____. Please listen to me and do what I say.
- 3 I can _____ to create reports, design presentations, and edit videos.
- 4 Tina can _____ well. She always finds the best way before anyone else.
- 5 I don't know how to _____. I always need to travel by bus or subway.
- 6 Let's _____ for Mark when he visits. He doesn't like restaurants.
- 7 It's not easy to _____. I always spend a little too much on clothes.
- 8 I need to _____ at work tomorrow, so I need to prepare it tonight.

3 Discuss with your partner. Are the skills from Exercise 1 work skills, life skills, or both?

Vocabulary builder

1 Match the adjectives with their definitions. Use a dictionary to help you.

- | | |
|--------------------|-------------------------------------|
| 1 creative | a kind and pleasant to others |
| 2 easygoing | b calm and relaxed |
| 3 fair | c having a lot of new ideas |
| 4 friendly | d treating everyone in the same way |
| 5 funny | e enjoying being with others |
| 6 polite | f making little or no noise |
| 7 quiet | g able to make others laugh |
| 8 sociable | h respectful to others |

2 Circle the correct words.

- Rosa can paint beautiful pictures. She's very **creative / sociable**.
- Daniel loves to tell stories to make them laugh. He's pretty **friendly / funny**.
- Maggie smiles and is nice to everyone she meets. She's very **friendly / funny**.
- Masao loves to be around people. He's really **creative / sociable**.
- Our teacher makes sure to include everyone. He is really **fair / quiet**.
- Hassan always lets others go before him. He's very **easygoing / polite**.
- Jill never gets very worried about things. She's extremely **easygoing / polite**.
- Bernadette never talks in class. She is so **fair / quiet**.

3 Answer these questions.

- Do you feel you are a creative person?

- What is something polite that students do for teachers?

- What is a job where it is important for the person to be fair?

- Who is an easygoing person in your family?

- Which person is your class do you think is funny?

- Do you think you are very sociable, pretty sociable, or not very sociable?

Writing model

You are going to learn about using *can* for ability and possibility, and about writing effective paragraphs. You are then going to use these skills to write about the skills and abilities of a classmate.

A Analyze

- 1 Read these interview questions and notes. Then read the student model below. Highlight the notes that the writer includes in the model.

What languages can you speak?	<i>Thai, English</i> —
What languages can you understand?	<i>Thai, English, a little Chinese</i> —
Can you play any musical instruments?	<i>violin (in college band)</i> —
Do you have any computer skills?	<i>yes, can edit videos</i> —
What office skills do you have?	<i>?? not sure</i> —
Are you good at drawing, painting, or design?	<i>not really, but like art</i> —
What sports can you play?	<i>soccer, basketball, volleyball (leader)</i> —
Are you good at math or science?	<i>yes, both</i> —
What are your people skills like?	<i>people find her friendly, sociable</i> —
Do you have any unusual skills?	<i>add very large numbers in her head</i> —

- 2 Look at your highlighted notes from Exercise 1. Number the notes from 1 to 5 in the order that the writer includes them in the model.

B Model

My classmate Suchin is a very friendly and sociable person and has some interesting skills. She loves music. She performs with the college band and plays the violin. She is also very good at sports and can play team sports. For example, she plays soccer, basketball, and volleyball. Other players often choose her as their leader. She is also good at science and math. She can add very large numbers in her head easily. I think Suchin can be a very good accountant or banker someday. It's clear that she has many useful skills and abilities.

- 1 Underline the topic sentence in the model.
- 2 Circle any additional information the writer includes about Suchin.



Grammar

Can for ability and possibility

We can use *can* to express ability and possibility.

Form

Example

Statements

subject + *can* + base verb

Givers can make excellent nurses and salespeople.

subject + *cannot (can't)* + base verb

People cannot change the type of person they are.

Yes / no questions

can + subject + base verb

Can you speak Japanese?

Wh- questions

wh- word + *can* + subject + base verb

What languages can you speak?

Can and cannot for ability and inability

Children can understand language around age two.

Children at Stage 2 can't understand why things happen.

Can for possibility and cannot for impossibility

You can hurt his feelings easily.

That story can't be real.

1 Correct the mistake in each sentence or question.

- 1 Mike can goes to the library at 6:00.
- 2 What time you can come to our study group?
- 3 Kevin cant play soccer today.
- 4 Can Jessica speaks another language?
- 5 Adam can to be very unfriendly sometimes.
- 6 Where can we putting our book bags?
- 7 These notes cann't be right!
- 8 I think can you do anything you want in life.

2 Rewrite each sentence using *can* or *can't*.

- It's possible for me to come to the meeting. *I can come to the meeting.*
- 1 I don't know how to speak French. _____
 - 2 It's possible for me to help you study. _____
 - 3 Rachel doesn't know how to use a computer. _____
 - 4 It's possible for Ben to join your club. _____
 - 5 Pete and his wife are unable to meet us. _____
 - 6 We aren't able to follow these instructions. _____

3 Unscramble the questions.

1 can / cook / what / you

2 solve / easily / problems / you / can

3 money / can / well / manage / you

4 study / at your college / where / students / can

5 drive / can / your best friend / a / car

6 you / what / can / a computer / use / to do

4 Work with a partner. Ask the questions from Exercise 3. Write your partner's answers.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

5 Think of four people you know. What interesting or unusual thing can each person do? Write sentences.

1 _____

2 _____

3 _____

4 _____



Writing skill

A paragraph is a group of sentences that work together to support one main idea. The topic or main idea of a paragraph is in the topic sentence. It usually comes near the beginning of a paragraph. Other sentences support this idea. A paragraph usually ends with a final or concluding sentence. See page 175 for more on paragraphs.

1 Choose *T* (True) or *F* (False) for each sentence.

- 1 A paragraph has one main idea. T / F
- 2 The topic is in the topic sentence. T / F
- 3 The topic sentence is always the first sentence in a paragraph. T / F
- 4 A paragraph can have several supporting sentences. T / F
- 5 The topic sentence and the concluding sentence are the same. T / F

2 Read the paragraph. What is it mainly about? Circle the main idea in the topic sentence. Underline the concluding sentence.

Children at Piaget’s Stage 4—when they are 11 to about 15—now think in an abstract way. For example, they can use symbols to understand abstract ideas in math and science. They can now think about different ways to do things, not only one way. They also think more about what is possible in the future. They have a deeper understanding now of what is right and what is not.

3 Number these sentences in order from 1 to 5 to make a paragraph. (One sentence is extra.)

- ___ She can also do many things at the same time and is always calm.
- ___ All of these things help her in her job as a nurse.
- ___ She is very funny and can make people laugh easily.
- ___ My aunt has several skills and can do many interesting things.
- ___ She is sometimes tired and quiet.
- ___ She can speak or understand several languages, such as Spanish and Portuguese.

4 Change four sentences from above to make a paragraph about somebody you know.

Writing task

You are going to write about a classmate's skills and abilities.

Brainstorm

Ask about a classmate's skills and abilities. Use these questions or think of your own. Take notes.

- What languages can you speak?
- What languages can you understand?
- Can you play any musical instruments?
- Do you have any computer skills?
- What office skills do you have?
- Are you good at drawing, painting, or design?
- What sports can you play?
- Are you good at math or science?
- What are your people skills like?
- Do you have any unusual skills?

Plan

Look back at your brainstorm and plan your paragraph. Write a topic sentence. Decide what other information to include and the order of the sentences.

Topic sentence: _____

Write

Write about 100 words about your classmate. Include your topic sentence and a concluding sentence. Be sure all the sentences support your topic sentence. Pay attention to your use of *can*.

Share

Exchange your paragraph with your classmate. Do you think your classmate's paragraph describes you well? Add one or two annotations to the paragraph.

Rewrite and edit

Consider your classmate's annotations and rewrite your paragraph. Look back and use the checklist on page 175 to be sure you have a good paragraph.

Review

Wordlist

Vocabulary preview

during (prep) ***	throw (v) ***	hurt (v) ***
future (n) ***	try out (v)	leader (n) ***
idea (n) ***	accountant (n) **	share (v) ***
improve (v) ***	calm (adj) **	wrong (adj) ***
real (adj) ***	care (v) ***	
remember (v) ***	fact (n) ***	

Topic vocabulary

cook a meal	give a presentation	solve problems
drive a car	lead a team	use a computer
follow instructions	manage money	

Vocabulary builder

creative (adj) **	friendly (adj) ***	quiet (adj) ***
easygoing (adj)	funny (adj) ***	sociable (adj)
fair (adj) ***	polite (adj) *	

Vocabulary builder review

Complete the sentences with the correct form of the words in the box.

creative expensive researcher sociable

- 1 David and Dorothy are two _____ who help Professor Delgado in his experiments.
- 2 Sofja isn't very _____. She likes meeting friends but doesn't like big parties.
- 3 Our town wants to help all _____ people, like painters, architects, or actors.
- 4 It is _____ to live in this neighborhood. This is why most students live somewhere else.

Unit review

- Reading I can organize information into a chart when reading.
- Study skill I can check and edit my paragraphs.
- Vocabulary I can use phrases and words to talk about people and their skills.
- Grammar I can use *can* to talk about ability and possibility.
- Writing I can write a paragraph with sentences that support the main idea.