

3rd Edition

Transitions

Ventures

STUDENT'S BOOK

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SCOPE AND SEQUENCE

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY
Unit 1 Selling Yourself pages 2–13	<ul style="list-style-type: none"> Describe hard and soft skills Describe characteristics of a good goal 	<ul style="list-style-type: none"> Listen and take notes using strategy of writing only important words Discuss own job goal and hard and soft skills needed for the job 	<ul style="list-style-type: none"> Use a dictionary to find the meaning of words as they are used in a reading Determine the meaning and use of identified adjectives Recognize and use academic words
Unit 2 Building Self-Confidence pages 14–25	<ul style="list-style-type: none"> Define self-confidence Recognize characteristics of self-confidence 	<ul style="list-style-type: none"> Listen and take notes using the strategy of omitting vowels from the middle of words Discuss strengths, weaknesses, and self-confidence 	<ul style="list-style-type: none"> Recognize suffixes that indicate part of speech and determine the root word Identify words in the same word family and their part of speech Recognize and use academic words
Unit 3 Pathways to Build Skills and Experience pages 26–37	<ul style="list-style-type: none"> Describe and compare pathways to building skills Report speech Summarize information about pathways to building skills 	<ul style="list-style-type: none"> Listen and take notes using the strategy of eliminating small connecting words Discuss advantages and disadvantages of different pathways 	<ul style="list-style-type: none"> Recognize prefixes that make words negative, e.g., un-, dis-, non- Identify gerunds and the related nouns that refer to a person instead of an action Recognize and use academic words
Unit 4 Effective Job Applications pages 38–49	<ul style="list-style-type: none"> Describe steps in finding a job Discuss important events in own life 	<ul style="list-style-type: none"> Listen and take notes using the strategy of writing only the first 3 or 4 letters of a word Discuss own experiences in applying for jobs and filling out applications 	<ul style="list-style-type: none"> Recognize suffixes that change part of speech Guess meaning of new words from context Recognize and use academic words
Unit 5 Successful Interviews pages 50–61	<ul style="list-style-type: none"> Describe rules for making a first impression Express past regrets and logical conclusions 	<ul style="list-style-type: none"> Listen and take notes using the strategy of noting clue words Discuss ways to make good first impressions 	<ul style="list-style-type: none"> Identify context clues to determine whether words carry a positive or negative meaning Identify and understand idiomatic phrases Recognize and use academic words

GRAMMAR FOCUS	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS	COLLEGE AND CAREER READINESS PAGES 122–151
<ul style="list-style-type: none"> Participial adjectives Verb tense review 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a text about goals Read a text closely to determine what it says explicitly and to make logical inferences Summarize a text about skills needed for success 	<ul style="list-style-type: none"> Write a résumé that follows correct format and incorporates relevant information 	<p>Reading: Compare and contrast three texts about goal setting and achieving success at work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Use context clues to determine if words have a positive or negative meaning Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success</p>
<ul style="list-style-type: none"> Present passive Past passive 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a text about understanding self-confidence Read a text closely and refer to details and examples to explain what the text says explicitly Summarize a text about building self-confidence 	<ul style="list-style-type: none"> Write a paragraph that identifies own strengths and provides supporting examples 	<p>Reading: Compare and contrast three texts about self-confidence</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Relate academic words to everyday words Recognize, define, and use academic words <p>Writing: Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence with those with too much self-confidence</p>
<ul style="list-style-type: none"> Indirect (reported) statements Indirect (reported) questions 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through specific examples Summarize a reading about the similarities and differences between two pathways Determine the central idea of a text and cite evidence to support it Summarize a reading about the benefits of volunteering 	<ul style="list-style-type: none"> Use a cluster graphic organizer to organize ideas Write a summary paragraph about three different pathways to building skills 	<p>Reading: Analyze two texts about the advantages and disadvantages of volunteering</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify the use of punctuation marks to signal definitions or synonyms Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument</p>
<ul style="list-style-type: none"> Past tense Past and past perfect tenses 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a reading about the danger of scammers Read a text closely and refer to details and examples to explain what the text says explicitly Summarize a reading about reasons and tips for a successful job application 	<ul style="list-style-type: none"> Write a cover letter that follows correct format and incorporates relevant information 	<p>Reading: Analyze three texts about online job applications</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify transition words and phrases that link similar ideas and signal contrast in ideas Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages</p>
<ul style="list-style-type: none"> Past modals to express regret or something not done: <i>should(n't) have</i> and <i>could have</i> Past modals to indicate a logical conclusion: <i>must (not), have, might (not) have</i> 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through key details Summarize a text about successful interviews Read closely to determine what the text says explicitly and to make logical inferences Summarize a text about following up on an interview 	<ul style="list-style-type: none"> Write a thank-you note that follows correct format and includes specific details 	<p>Reading: Compare and contrast two texts about suggestions for gaining meaningful employment</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify suffixes to determine part of speech and define meaning Recognize, define, and use academic words <p>Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment</p>

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY
Unit 6 Small Talk pages 62–73	<ul style="list-style-type: none"> ■ Discuss purposes of and appropriate topics for small talk ■ Initiate and respond to small talk 	<ul style="list-style-type: none"> ■ Listen and take notes using the strategy of writing only the first and last letters of one-syllable words ■ Discuss examples of small talk in own countries and in US 	<ul style="list-style-type: none"> ■ Recognize verb + preposition, their meaning, and a synonym for their combination ■ Recognize phrasal verbs and how their meaning is different from the original verbs ■ Recognize and use academic words
Unit 7 Improving Relationships pages 74–85	<ul style="list-style-type: none"> ■ Identify benefits in teamwork ■ Describe imaginary situations ■ Give advice 	<ul style="list-style-type: none"> ■ Listen and take notes using the strategy of writing important facts ■ Discuss effects of teamwork and own feelings about teamwork 	<ul style="list-style-type: none"> ■ Determine the meaning of words from textual clues ■ Recognize and define the meaning of various idioms ■ Recognize and use academic words
Unit 8 Giving and Receiving Criticism pages 86–97	<ul style="list-style-type: none"> ■ Give and accept criticism ■ Express past wishes 	<ul style="list-style-type: none"> ■ Listen and take notes using the strategy of citing source for facts ■ Discuss negative and constructive criticism 	<ul style="list-style-type: none"> ■ Identify adverbs and the words they modify ■ Identify informal language and relate it to formal language ■ Recognize and use academic words
Unit 9 The Right Attitude pages 98–109	<ul style="list-style-type: none"> ■ Describe people with positive and negative behaviors 	<ul style="list-style-type: none"> ■ Listen and take notes using the strategy of leaving space to fill in important words that are missed ■ Discuss positive and negative people and how they behave 	<ul style="list-style-type: none"> ■ Identify suffixes to determine part of speech and define meaning ■ Identify context clues to determine whether words carry a positive or negative meaning ■ Recognize and use academic words
Unit 10 Writing at Work and School pages 110–121	<ul style="list-style-type: none"> ■ Describe tips for writing emails and other business correspondence ■ Identify a problem ■ Recommend solutions and consequences ■ Cite evidence from texts to support an argument 	<ul style="list-style-type: none"> ■ Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts ■ Discuss characteristics of good writing and goals for improving own writing ■ Cite evidence that supports the importance of writing 	<ul style="list-style-type: none"> ■ Use a dictionary to identify synonyms and antonyms of words within a reading ■ Identify the meaning of new words in context and use a dictionary to identify additional meanings ■ Recognize and use academic words

College and Career Readiness Section pages 122–151
 Audio Script pages 152–161
 Acknowledgements pages 162

GRAMMAR FOCUS	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS	COLLEGE AND CAREER READINESS PAGES 122–151
<ul style="list-style-type: none"> Tag questions Gerunds and infinitives 	<ul style="list-style-type: none"> Determine the main idea of a text and how examples and reasons support it Summarize a text about problems with small talk Summarize a text about strategies for successful small talk 	<ul style="list-style-type: none"> Write a compare and contrast paragraph about appropriate and inappropriate topics for small talk in the US and another country 	<p>Reading: Analyze three texts about small talk</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Locate negative adjectives and use context clues to determine their meaning. Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph arguing that small talk should or should not be used with a diverse work force</p>
<ul style="list-style-type: none"> Present unreal conditional to talk about imaginary situations and to give advice Restrictive and nonrestrictive adjective clauses 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through key details Summarize a text about bad behavior Analyze a text to determine the author's point of view Summarize a text about annoying behavior 	<ul style="list-style-type: none"> Write a letter that offers solutions to an annoying problem at school or work 	<p>Reading: Analyze three texts about bad behavior in the workplace</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Locate figurative language and use context clues to determine to their meaning Recognize, define, and use academic words <p>Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the effectiveness of strategies to deal with annoying workplace behaviors</p>
<ul style="list-style-type: none"> Past unreal conditional clauses to express opinions or wishes not true in the past Past unreal conditional clauses: <i>wish</i> + past perfect to express regret 	<ul style="list-style-type: none"> Determine the main idea, facts, and details in a text Summarize a text about accepting criticism Use textual evidence to draw inferences from a text Summarize a text about performance evaluations 	<ul style="list-style-type: none"> Write a narrative about an experience of being criticized, the response, and lessons learned 	<p>Reading: Compare and contrast three texts about performance evaluations and accepting criticism</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Use a variety of words with the same meaning Recognize, define, and use academic words <p>Writing: Develop a problem / solution essay about performance reviews</p>
<ul style="list-style-type: none"> Adverb clauses of concession using <i>although</i> and <i>even though</i> Transition words and phrases for contrast: <i>however, on the contrary, in contrast, on the other hand, nevertheless</i> 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through key details Summarize a text about positive thinking Cite textual evidence that supports an author's point of view Summarize a text about negativity 	<ul style="list-style-type: none"> Write a college admissions essay that provides own background, goals, preparation, and reason for choosing school 	<p>Reading: Compare and contrast three texts about the benefits and drawbacks of positive thinking</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Locate antonyms Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph / essay about disagreeing or agreeing that there are both benefits and drawbacks to positive thinking</p>
<ul style="list-style-type: none"> Causative verbs Transition words to add ideas and information (<i>in addition, furthermore, moreover</i>) and to show results (<i>therefore, consequently, as a result</i>) 	<ul style="list-style-type: none"> Cite the textual evidence to support what the text says explicitly Summarize a text about etiquette Determine the central idea of a text and explain how it is supported by key details Summarize a reading about good business writing 	<ul style="list-style-type: none"> Write an action plan that identifies a problem, its consequences, and possible solutions 	<p>Reading: Analyze three texts about issues related to email</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Select the correct definitions of words as used in context of a text Recognize, define, and use academic words <p>Writing: Develop an opinion paragraph about whether or not you agree with the author's ideas about email communication, using evidence from the texts to support your opinion</p>

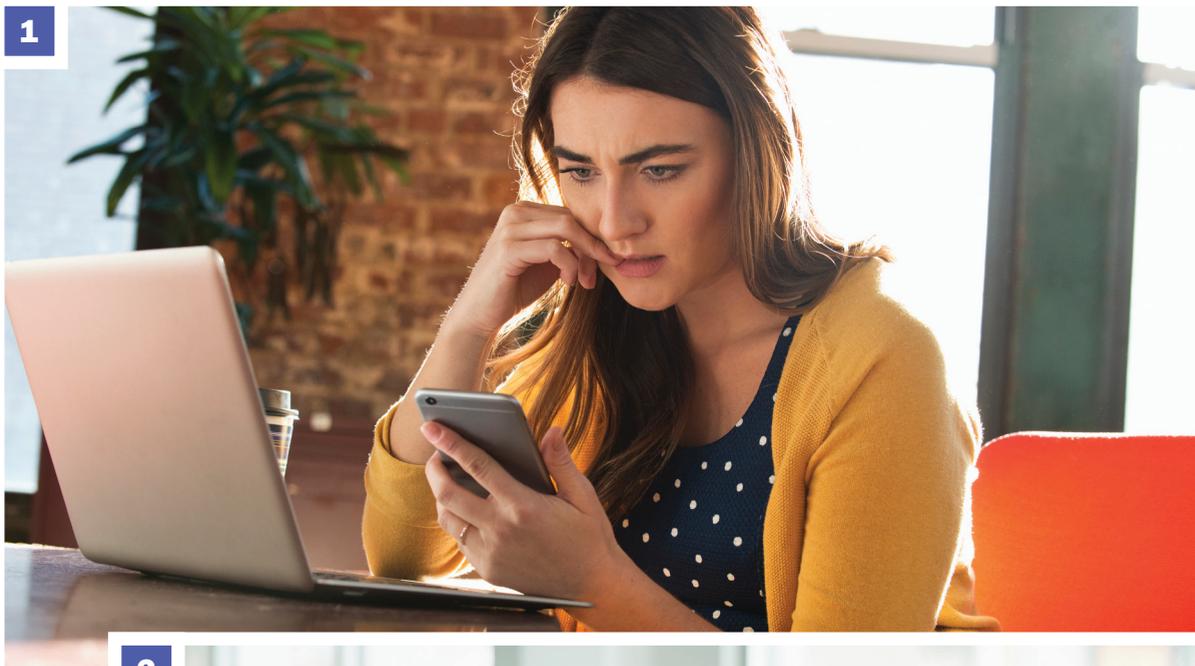
UNIT 2 BUILDING SELF-CONFIDENCE

Lesson A Listening

1 Talk about the pictures

A How do you define self-confidence?

B Do you think the people in the photos are self-confident? Why or why not?



2 Listening

A Listen and answer the questions.

1. What was the listening about?
2. Who is more self-confident, David or Sarah? Why?

B Listen again. Take notes on the key information.

David

Strengths:

Weaknesses:

Sarah

Strengths:

Weaknesses:



CD1, Track 5



CD1, Track 5

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

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

1. What are David's strengths and weaknesses?
2. What are Sarah's strengths and weaknesses?

D Discuss. Talk with your classmates.

1. Do you agree with the decision to promote David? Why or why not?
2. Why do you think self-confident people are more successful?
3. Are you self-confident? Why or why not?

Lesson B The present passive

1 Grammar focus: Subject + be + past participle

Passive sentences have the form subject + be + past participle. A passive verb is used to focus on what happens to the subject. A phrase consisting of *by* + noun comes after the passive verb only if it is important to know who or what performs the action.

Active	Passive
Life experiences affect self-confidence.	Self-confidence is affected by <u>life experiences</u> .
The support you receive determines your inner feelings.	Your inner feelings are determined by <u>the support you receive</u> .



2 Practice

A Write. Is the sentence active or passive? Write *A* or *P*.

- P 1. The employees are encouraged by their supervisor to have a good attitude.
- 2. Charles is often criticized by his professors for being late.
- 3. The economy discourages Mr. Chung from leaving his job.
- 4. Hugo's job performance is improved by being more positive.
- 5. Sun Mi is motivated by Kevin's hard work.
- 6. Mr. Chu improves his résumé using the Internet.
- 7. Carmela criticizes Kevin for being late.

Change the passive sentences to active sentences. Change the active sentences to passive sentences.

- 8. The supervisor encourages the employees to have a good attitude.
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____

- B Talk** with a partner. Read the ad for the self-confidence workshop. Discuss the questions below.

Believe in Yourself!
Build your self-confidence!
Attend our workshop and learn how to:

- Feel better about yourself
- Find out what you are good at
- Stop having negative thoughts about yourself
- Focus on your good qualities
- Make and achieve realistic goals for the future

Date: Saturday, October 12
Time: noon to 2:00 p.m.
Place: Counseling Center

This is a free workshop offered to all University Hospital employees—bring your ID. Questions? Call 444-555-6666.

What does the workshop encourage you to do?

You are encouraged to feel better about yourself.

1. What does it discourage you from doing?
2. Where is the workshop located?
3. To whom is the workshop offered?
4. When is the workshop scheduled?

Write answers to the questions. Use the present passive.

3 Communicate

- A Work** with a partner. Talk about self-confidence. Use these phrases to help you:

My self-confidence is affected when . . .

I am encouraged by . . .

When I am criticized by others, I . . .

Sometimes, I am discouraged from . . .

I am motivated to do my best when . . .

My grades are improved when . . .

- B Share** your information with the class.

Lesson C The Past Passive

1 Grammar focus: Subject + *be* (past) + past participle

Past passive sentences have the form subject + past form of *be* + past participle. A phrase consisting of *by* + noun comes after the past passive only if it is important to know who or what performs the action. In academic writing, the most common passive verbs are *analyze*, *calculate*, *carry out*, *collect*, *determine*, *expect*, *find*, *measure*, *observe*, and *obtain*.

Past Active	Past Passive
The researcher measured the self-confidence of employees.	The self-confidence of employees was measured by the researcher.
The company obtained the information about employee self-confidence.	The information about employee self-confidence was obtained by the company.
They offered <i>Building Self-Confidence</i> seminars.	<i>Building Self-Confidence</i> seminars were offered .
After the seminar, the company expected an improvement in employee self-confidence.	An improvement in employee self-confidence was expected after the seminar.



2 Notice

Circle the past passive verbs. Underline the past active verbs.

Yesterday's lecture discussed the importance of self-confidence. Two workers, Sara and David, were featured in the lecture. The workers were described as conscientious, dedicated, and loyal. Their levels of self-confidence were analyzed. David enjoyed new challenges, but he often worked too quickly. Sara held unrealistic expectations for her work and worried she was not doing a good job. Mistakes were made by both Sara and David. However, while David accepted his mistakes as new learning opportunities, Sara feared criticism. Only one promotion was offered by the business. In the end, the promotion was given to David.

3 Practice

A Read the active sentences about a self-confident manager named Jessica. She was featured in the employee newsletter. First underline the object in each sentence. Then rewrite the sentences, changing active to passive.

1. The new manager, Jessica, demonstrated a great deal of self-confidence.

A great deal of self-confidence was demonstrated by the new manager.

2. The employees generated new ideas.

3. She encouraged and supported her employees.

4. She collected suggestions for improving the workplace environment.

5. The employees completed many successful projects.

6. The company promoted Jessica to Vice President.

B Read the sentences in Exercise A again. In which sentences do you think the *by* + noun phrase is necessary? Circle the sentence numbers. Share your ideas with a partner.

4 Edit

Find and correct four additional mistakes with the past active or past passive in the paragraph about self-confidence.

The employee report stated that Fernanda didn't have a great deal of self-confidence. Her self-confidence ~~affected~~ ^{was affected} when anyone criticized her. She never was felt supported or encouraged at work. To Fernanda, success was measured by not making mistakes. She was seen her mistakes as failures. Fernanda put too much pressure on herself. Her opportunities for promotion was not determined by her work ethic or dedication to the job. Rather, her lack of self-confidence was prevented her from being promoted.

5 Collaborate and write

Work with a partner. Write a paragraph to describe a person's high level of self-confidence. Use Exercise 4 to help you. Your paragraph should be 5–8 sentences. Include at least 3 past passive verbs. Only use *by* + noun if it is essential to meaning.

The employee report stated that Derek had a great deal of self-confidence.

Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. Did you ever feel a lack of self-confidence? What happened?
2. Do your friends or family ever put pressure on you? How?

2 Read

Read the article. Listen and read again.



CD1, Track 6

Understanding Self-Confidence

What Is Self-Confidence?

Self-confidence means believing in yourself and your abilities. It means being ready and willing to face new situations and accomplish difficult tasks. Self-confident people are usually eager, assertive, motivated, willing to accept criticism, emotionally mature, optimistic, and productive. People who don't have self-confidence lack the inner belief in their ability to be successful. They tend to be withdrawn, unmotivated, overly sensitive to criticism, distrustful, and pessimistic. They don't feel good about themselves. Often they feel like failures.

What Affects Self-Confidence?

Self-confidence is affected by life experiences. You are influenced by parents, siblings, friends, and teachers. From them, you learn how to think about yourself and the world around you. It is the support and encouragement you receive from the people around you—or the lack of it—that helps shape your inner feelings about yourself.

A nurturing environment that provides positive feedback improves self-confidence.

People learn by making mistakes, and they need to feel that missteps along the way are to be expected. However, when friends, family, and others offer unfair criticism, hold unrealistic expectations, or put too much pressure on a person, self-confidence can be affected.

Several different types of behavior show a lack of self-confidence:

1. You judge yourself or your abilities too harshly, or you are overly critical of your performance.
2. You focus too much on your failures and see them as negative events instead of learning experiences.
3. You place too much pressure or stress on yourself to succeed.
4. You set goals that are unrealistic and above your abilities.
5. You are fearful of not succeeding or making mistakes.

A lack of self-confidence can often keep people from achieving their full potential. That's why it's important to get help if you are affected by this problem.

3 After you read

A Check your understanding.

1. What is the main purpose of the article?
2. Would the author agree with the following statement? *Your self-confidence is affected by your family's acceptance of you.* Cite evidence from the article to support your answer.
3. According to the article, what are three behaviors that show a lack of self-confidence?
4. In paragraph 3, which word means the same as *impractical*?
5. What does the author say about making mistakes and their effect on self-confidence?

B Build your vocabulary.

1. English uses suffixes to change the part of speech of a word. Find words that end in the suffixes in the paragraphs indicated. Complete the chart. Use the dictionary if necessary.

Suffix and meaning	Example(s) from reading	Part of speech in reading	Root word	Part of speech
1. -ive ¶1 (doing or being)	<i>productive</i>	<i>adjective</i>	<i>produce</i>	<i>verb</i>
2. -ence ¶1 (state of, quality of)				
3. -ment ¶2 (condition of)				
4. -ism ¶3 (doctrine / belief)				
5. -ical ¶4 (of or pertaining to)				

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

affects environment motivated tasks unmotivated

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>affects</i>	<i>What Affects Self-Confidence?</i>	<i>verb</i>	<i>make a difference to</i>	<i>My attitude affects my work.</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.

The article provides information about _____. The author defines self-confidence as _____. Some behaviors that show a lack of self-confidence are _____. If you are affected by a lack of self-confidence, you _____.

Lesson E Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. The article talks about ways to build self-confidence. What are some things you think it will say?
2. Do you think you are self-confident? Why or why not?

2 Read

Read the article. Listen and read again.



CD1, Track 7

Building Self-Confidence

How Do You Build Self-Confidence?

Self-confidence is not built overnight. It is a process that begins by first understanding why you lack confidence, then taking active steps to change your negative thinking and behaviors into positive ones.

First, think about why you lack confidence. Perhaps you are unhappy with your appearance, your social or academic achievements, or the way a relationship ended. Try to identify these feelings and perhaps talk about them with

someone you trust. It may surprise you that others share the same kinds of self-doubts or have ones of their own. See your fears as challenges you can overcome—don't let them have power over you!

Steps to Building Self-Confidence

Think of building self-confidence as a process. Aim to make small, positive steps toward success. Practice these strategies until they become your new habits.

- 1 Think about your good qualities. Are you conscientious, loyal, reliable, and cooperative? Recognize your talents and abilities; these will help you feel better about yourself.
- 2 Think positively about yourself and what you set out to do. Negative thoughts lead to worry, which can confuse you and keep you from achieving success.
- 3 Set realistic goals that you can truly reach, both large and small. Praise yourself when you reach even the smallest goals, but keep striving for the bigger ones.
- 4 Focus on your successes and not on your failures. Realize that everyone makes mistakes, and let yours be tools for learning.
- 5 Be assertive. It is essential for people to express their thoughts, feelings, and emotions to others. You are entitled to your opinion, and you have important things to say. Don't be afraid to say them.
- 6 Find a creative outlet for self-expression. Find an activity that lets your abilities shine, such as music, art, cooking, crafts, or sports. You don't have to be the best at what you do, but the risks you take and the things you create provide a fast route to greater self-acceptance.

3 After you read

A Check your understanding.

1. What was the author’s main purpose in writing this article?
2. The author states that building self-confidence is a process. Explain what the author means in your own words.
3. How does the author explain assertive behavior in step 5?
4. In paragraph 1, what word means the same as *insecurity*?
5. In step 3, what is the author’s main point about setting goals?

B Build your vocabulary.

1. Find the words in column 1 in the paragraph indicated. Then complete the chart.

Word in article	Phrase	Part of speech	Other form of the word in article	Phrase	Part of speech
1. active ¶1	<i>then taking active steps</i>	<i>adjective</i>	<i>activity</i>	<i>Find an activity that</i>	<i>noun</i>
2. positive ¶1					
3. feelings ¶2					
4. achieving step 2					
5. express step 5					
6. create step 6					

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

achievements challenges focus route strategies

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>achievements</i>	<i>your social or academic achievements</i>	<i>noun</i>	<i>accomplishments or successes</i>	<i>You should celebrate your achievements.</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.

The article provides information on how to _____. The process of building self-confidence includes _____. Six steps to building self-confidence are _____.

For additional development of College and Career Readiness skills, see “Dangers of Too Much Self-Confidence,” a related reading and activities on pages 125–127.

Read a text closely and refer to details and examples to explain what the text says explicitly; determine the parts of speech of words with the same root; summarize a text

Lesson F Writing

1 Before you write

A Talk with your classmates. Answer the questions.

1. Why do you think employers or schools want to know about your personal strengths?
2. What are your personal strengths?

B Read the personal-strength word list. Put a check mark next to the words you know. Put a question mark next to the ones you don't know.

Personal-strength words

<input type="checkbox"/> ambitious	<input type="checkbox"/> enthusiastic	<input type="checkbox"/> professional
<input type="checkbox"/> analytical	<input type="checkbox"/> flexible	<input type="checkbox"/> reliable
<input type="checkbox"/> assertive	<input type="checkbox"/> hardworking	<input type="checkbox"/> resourceful
<input type="checkbox"/> attentive	<input type="checkbox"/> knowledgeable	<input type="checkbox"/> responsible
<input type="checkbox"/> cheerful	<input type="checkbox"/> loyal	<input type="checkbox"/> a team player
<input type="checkbox"/> conscientious	<input type="checkbox"/> motivated	<input type="checkbox"/> a troubleshooter
<input type="checkbox"/> dependable	<input type="checkbox"/> organized	<input type="checkbox"/> trustworthy
<input type="checkbox"/> detail-oriented	<input type="checkbox"/> outgoing	
<input type="checkbox"/> diplomatic	<input type="checkbox"/> polite	
<input type="checkbox"/> energetic	<input type="checkbox"/> productive	

C Talk with a partner. Write a synonym or definition of the words that are new for you. If necessary, use a dictionary.

2 Write

A Write. Look again at the list of personal-strength words. Choose two of your best personal strengths from the list and write them down.

Strength #1: _____

Strength #2: _____

B Write. Describe your strengths. Write an example of each strength based on an experience you had.



Example:

*Strength: I am enthusiastic.
At my last job as a busgirl, even though I didn't earn much money, I was always in a good mood and I did my job well. I was motivated to do a good job. Also, I was friendly to the customers and I made them feel comfortable.*

Strength #1: _____

Strength #2: _____

3 After you write

A Check your writing.

1. I identified two strengths.
2. I gave an example for each strength.
3. I used active and passive verbs correctly.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your writing to a partner.
2. Comment on your partner's writing. Ask your partner questions. Tell your partner one thing you learned.

Before reading the entire article, skim each paragraph to identify the purpose or focus of that paragraph.

Dangers of Too Much Self-Confidence

A lack of self-confidence, or self-esteem, is generally viewed negatively. Human beings are social creatures. A lack of self-confidence removes opportunities, such as meeting new people or advancing professionally. However, self-confidence is a double-edged sword. Too much self-confidence can be just as problematic.

Some people with an overabundance of self-confidence are convinced that their perspective is better than the perspective of others. This can lead to conflict. Take, for example, a team trying to decide what information to include in a short presentation. One member, confident that everything is relevant to the project, insists everything be included. Although others counter that the time allotted for the presentation is too short to include everything, the overly confident team member stubbornly continues to impose her point of view. Being so confident in this context negates valuable input that others can contribute to the presentation.

Behavior such as that described above can cause another problem with excess self-confidence: poor interpersonal relationships. Overconfidence can result in not listening to other people's opinions, causing others to perceive the person as having a sense of superiority or an overinflated ego. An outcome of being exposed to such behavior can be that the willingness of colleagues to work with such a person again will diminish dramatically. Moreover, in a work setting, management may avoid promoting employees who exhibit such behavior to higher positions that require working with others regularly.

A tendency to be verbally defensive is another potential behavior of some individuals with too much self-esteem according to a study by Kernis, Lakey, and Heppner. Based on their interviews of 100 undergraduates, they concluded that there is a difference in behavior between those whose high self-esteem is stable and those whose high self-esteem is fragile. When others disagree with someone whose high self-esteem is fragile, the person may become defensive, such as by blaming others or making excuses. If the team in the example given above consents to the dominant person's viewpoint and the presentation is not well received, the self-confident person who is fragile may become overly defensive and accuse other team members for the failed presentation.

Self-confidence is a double-edged sword for several reasons. Similarly, while it is important to be confident, it is equally important to maintain some level of modesty. While it is important to express opinions, it is equally important to listen to others. People will avoid those who believe themselves to be infallible. They will also avoid those who become defensive when others question their opinions. Overconfidence, as much as a lack of self-confidence, can lead to a solitary lifestyle in both academic and career settings.

1 Check your understanding

1. What are three dangers of too much self-confidence?
2. Why might a person not get promoted to the managerial level? Cite evidence from the text.
3. Explain the study by Kernis, Lakey, and Heppner. Who were the participants in the study? What were the conclusions?
4. According to the author, how can overconfidence affect interpersonal relationships?
5. In the second sentence of the fourth paragraph, who does they refer to?

2 Build your vocabulary

A It's important to relate academic words to words you use in everyday conversation. Find and underline each of the following academic words in the paragraphs indicated. Then, in column 2, write the academic word that best matches the everyday word in column 1. Write the phrase or sentence from the article in column 3.

conflict ¶2 convinced ¶2 exhibit ¶3 input ¶2 lack ¶1 relevant ¶2

Everyday word	Academic word	Phrase or sentence from article
1. not enough	<i>lack</i>	<i>A lack of self-confidence</i>
2. to be sure		
3. disagreement		
4. connected or related		
5. ideas or information		
6. show		

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

colleagues consents impose outcome perceive potential

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>colleagues</i>	<i>that the willingness of colleagues to work with such a person again will diminish dramatically</i>	<i>noun</i>	<i>someone you work with</i>	<i>My colleagues in the office agreed with the proposal.</i>

3 Talk with a partner

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

1. In the text, the author gives an example of a stubborn team member who refuses to change his opinion. Use your own words to explain the problem and consequences.
2. What are some ways overconfidence in the workplace can be detrimental?
3. What do people do when they are verbally defensive?

USEFUL LANGUAGE

Phrases to cite evidence:
 According to the article, . . .
 According to the author, . . .

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. 20, *Understanding Self-Confidence*; (2) Student Book, p. 22, *Building Self-Confidence*; (3) College and Career Readiness, *Dangers of Too Much Self-Confidence*.

1. How does the author of *Understanding Self-Confidence* define self-confidence? Restate the definition in your own words.
2. In *Understanding Self-Confidence*, what does the author identify as some behaviors of people who don't have self-confidence?
3. According to the author of *Building Self-Confidence*, there are several strategies to build self-confidence. Identify strategies that can help prevent at least three of the behaviors listed in question 2.
4. In *Dangers of Too Much Self-Confidence*, the author refers to the *double-edged sword* of self-confidence. Use examples from the text, restated in your own words, to define this term.

5 Before you write

Complete the graphic organizer with the behaviors and consequences of people who do not have self-confidence and those who have too much self-confidence. Use the information from Exercises 1–4 and evidence from the three texts.

<p>TOPIC No self-confidence</p> <hr/> <p>Behaviors</p> <p>1. _____</p> <p>2. _____</p> <hr/> <p>Consequences</p> <p>1. _____</p> <p>2. _____</p>		<p>TOPIC Too much self-confidence</p> <hr/> <p>Behaviors</p> <p>1. _____</p> <p>2. _____</p> <hr/> <p>Consequences</p> <p>1. _____</p> <p>2. _____</p>
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6 Write

Compare the behaviors and consequences of people who do not have self-confidence with those who have too much self-confidence. Decide which of the two is more problematic. Use the graphic organizer and evidence from the three texts to support your decision.

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.