

OXFORD

FOURTH EDITION

OXFORD IMPACT
EVALUATED

3

SKILLS FOR SUCCESS

Reading and Writing

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Student Book with Digital Pack



1

BUSINESS AND MARKETING

READING: Identifying main ideas and supporting details

VOCABULARY: using the dictionary to identify word forms

WRITING: organizing and developing a paragraph

GRAMMAR: real conditional; present and future

GLOBAL SKILLS

CRITICAL THINKING: identify a causal chain

EMOTIONAL SELF-REGULATION: visualize your goals

Unit Question

How do I find my calling?

A Discuss these questions with your classmates.

1. Look at the photo. Describe the people. What might they be doing? What do you think their relationship is?
2. What job or career did you want to have when you were a child? Have your career interests changed or stayed the same?



B Listen to *The Q Classroom* online. Take notes about each person in the chart.

	What careers interest them?	Why are they passionate about these careers?
Marcus		
Yuna		
Sophy		

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Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.

Reading

READING 1

Lessons from a Rocket Scientist

OBJECTIVE →

You are going to read a magazine article about the success story of Mishaal Ashemimry, a young woman from Saudi Arabia who followed her dream to become a rocket scientist. Use the reading to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Read the title and headings and look at the photographs. The writer has two main reasons for writing the article. Check (✓) the two reasons.

- ☐ to explain how to become a rocket scientist
- ☐ to tell a story about a rocket scientist
- ☐ to argue why science is a good career
- ☐ to give young people career advice
- ☐ to compare jobs of the 21st century

B VOCABULARY Check (✓) the words you know. Then work with a partner to locate each word in the article. Use clues to help define the words you don't know. Check your definitions in the dictionary.

accomplish (v.)	inspire (v.) 🔑
concentrate on (v. phr.) 🔑	lead to (v.) 🔑
consider (v.) 🔑 OPAL	path (n.) 🔑
evaluate (v.) 🔑 OPAL	value (v.) 🔑 OPAL
hold (v.) 🔑	vital (adj.) 🔑

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Unit 1 Vocabulary
Practice 1
Pronunciation 1

WRITING TIP

When you do your Quick Write, try to keep writing without stopping. Focus on your ideas.

C QUICK WRITE Do you think it's better to choose a career that makes a lot of money or a career that you really like? Write for 5–10 minutes in response.

WORK WITH THE READING



1.02

A

INVESTIGATE Read the article and gather information about how to find your calling.

ABOUT | EVENTS | STORE | CONTACT | BLOG

Lessons from a

Rocket Scientist

- 1 Mishaal Ashemimry remembers staring at the night sky from her home in the Saudi Arabian desert as a young child. "It was dark and cool with faint whispers¹ of camels in the distance. I looked up at the sky; it was illuminated with very dense stars." According to Ashemimry, that moment in the desert marked the beginning of her life goal – to develop a way to fly humans into deep space.
- 2 Most six year olds don't grow up to be rocket scientists, but that's what Ashemimry **accomplished** at the age of just 26. Today, Ashemimry is a role model for many other young women interested in careers in science and technology, and her story provides important lessons for anyone about to enter the 21st century workforce².
- 3 Following her passion for science is at the heart of Ashemimry's **path** to success. After high school, she moved to the United States to study aerospace engineering at university. There she worked with NASA to develop stronger rocket engines and faster space vehicles. Finally, after graduating, she started her very own rocket-building company. It has become a huge success.
- 4 About 80% of the workforce in the field of aerospace engineering is male, but Ashemimry never let that stop her. "You're going to face some very complex and difficult obstacles along the way, especially as a woman, that may deter³ you from where you need to go. You just need to focus on your vision," says Ashemimry. It was that very attitude that won her the Inspirational Woman of the Year award at the Arab Woman Awards in 2015.

Lesson 1: Follow Your Passion(s)

- 5 Ashemimry's example teaches a **vital** lesson for all students entering the workforce. One mistake many college students make is choosing a career because it is popular or makes a lot of money. Some end up unhappy later in their career. However, if you choose something you like, you're going to be more motivated to succeed. This also means you're more likely to be more successful in school. As a result, you're more likely to find a job with a better salary. In the end, having a well-paid job can make you happy, but you'll stay happy if you actually like the work.
- 6 This doesn't mean that everyone will pursue their childhood passion like Ashemimry did. Some people may have several passions. Others might develop new passions as they get older. What's most important is that we **concentrate on** what motivates us. And, if our interests do change, we should **evaluate** whether they are temporary, or whether they could lead to a possible career.

Lesson 2: Focus on Skills

- 7 Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills. Globally, more and more companies are hiring people based on their specific set of skills. Having a degree helps, but it's not the only thing they **consider**, say career experts. In addition to technology skills, companies today also greatly **value** skills in communication, problem-solving, and creativity.
- 8 Ashemimry is someone who has developed a wide range of skills throughout her career. After earning her college degree, she decided to become a certified commercial pilot. She is also an accomplished public speaker, and she's created her own YouTube™ channel to **inspire** young women to consider a career in science. By building these other skills, a lot of other doors have opened for her.

Lesson 3: Be Flexible

- 9 Finally, Ashemimry teaches us that workers today need to be flexible. Career experts point out that there is no such thing as a “job for life” anymore. They say that the average worker will hold about 12 different jobs during their lifetime. So, even if you have decided on your career, that doesn’t mean you’ll work for the same company doing the same thing your whole life.
- 10 Ashemimry started off making her own rocket-building business in 2010, but that is not the only job she’s held. In the same year, she and her sisters started the company Beauty Box to help sell cosmetics around the world. In 2019, she began teaching aerospace engineering at the University of Miami. Since 2020, she’s been working as a consultant⁴ for NASA, as well as for China and Russia. On top of all that, she sells her own clothing and other merchandise⁵ on her company website.
- 11 This has been Ashemimry’s path, and it is what has led her to be one of the most successful women from Saudi Arabia. Of course, no one else is going to follow the exact same path or career as Ashemimry has. But with the right attitude and the right set of skills, they too can successfully navigate⁶ the workforce of the 21st century, one step at a time. Where could those steps take you?

¹whisper (n.): a soft, quiet sound

²workforce (n.): the total number of people who are able to work

³deter (v.): to make somebody decide not to do something

⁴consultant (n.): a person who is hired to give advice to other people

⁵merchandise (n.): goods that are for sale

⁶navigate (v.): to find the right way to deal with a difficult situation



VOCABULARY
SKILL REVIEW

Look at the sentences in Activity B. How many of the vocabulary words in bold are nouns? How many are verbs?

B VOCABULARY Read the sentences. Then match each bold word with its definition below.

1. ___ I've **considered** many different careers, but it is hard for me to decide on the one that will make me the happiest.
 2. ___ The president **holds** one of the most important and difficult positions in a company. Having this job requires a great amount of responsibility.
 3. ___ Last year, I finally **accomplished** my goal to become a nurse. It was a long and difficult journey, but I am so proud of myself for never giving up.
 4. ___ When companies hire new employees, they **evaluate** their education and their experience to see if they are a good match.
 5. ___ There are many things I like about my boss, but I think the thing I **value** the most is her ability to treat everyone with respect.
 6. ___ After working for several years, I've decided to return to college. I hope that having a degree will **lead to** better job opportunities for me in the future.
 7. ___ Asad wants to study computer science. First, he must **concentrate on** improving his English so he can begin taking college classes.
 8. ___ My best friend studied in France for a year and loved it. His experience has **inspired** me to study there as well.
 9. ___ If you want to be an engineer, it is **vital** that you are good at math because it requires a lot of complex calculations.
 10. ___ The **path** to become a medical doctor is long and can take ten years or more to complete.
- a. (v. *phr.*) to be an introduction to or cause of something
 - b. (n.) a plan of action or way of achieving something
 - c. (v.) to succeed in doing something difficult that you planned to do
 - d. (v.) to give someone a feeling of wanting and being able to do something
 - e. (v.) to think about something, often before making a decision
 - f. (v.) to have something, usually in an official way
 - g. (*adj.*) very important or necessary
 - h. (v.) to think something or someone is very important and worth a lot
 - i. (v.) to form an opinion on the amount, value, or quality of something
 - j. (v. *phr.*) to give all of your attention or effort to do something

C RESTATE Circle the main idea of the article.

1. Mishaal Ashemimry is successful because she started her own rocket-building company.
2. Mishaal Ashemimry developed several skills in addition to earning her college degrees.
3. It was difficult for Mishaal Ashemimry to study aerospace engineering as a woman.
4. Mishaal Ashemimry is a good role model for people entering the 21st century workforce.

D CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

1. **T / F** Ashemimry discovered her career passion as a teenager.

2. **T / F** Ashemimry started her rocket company at 26.

3. **T / F** Some people discover their passions as adults.

4. **T / F** Companies value skills as well as degrees.

5. **T / F** Ashemimry's YouTube channel teaches women how to become pilots.

6. **T / F** Most people have ten jobs in their lifetime.

7. **T / F** Ashemimry sells clothing and merchandise online.

TIP FOR SUCCESS

Use pronoun referents, such as *it* and *they*, to continue an idea in a following sentence.

E IDENTIFY Read these sentences from the article. Then answer the questions. Find the sentences in the article to help you.

1. (Paragraph 1) I looked up at the sky; **it** was illuminated with very dense stars.

What does *it* refer to? _____

2. (Paragraph 3) **It** has become a huge success.

What does *it* refer to? _____

3. (Paragraph 5) One mistake many college students make is choosing a career because **it** is popular or makes a lot of money.

What does *it* refer to? _____

4. (Paragraph 6) And, if our interests do change, we should evaluate whether **they** are temporary, or whether **they** could lead to a possible career.

What does *they* refer to? _____

5. (Paragraph 7) Having a degree helps, but it's not the only thing **they** consider, say career experts.

Who does *they* refer to? _____

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Unit 1 Reading
Reading Comprehension

6. (Paragraph 11) This has been Ashemimry's path, and **it** is what has led her to become one of the most successful women from Saudi Arabia.

What does *it* refer to?

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Identifying a causal chain

A **causal chain** is a series of causes and effects. When you organize ideas into a causal chain, it will help you to see how one event affects another event, which then affects another event.

Be careful not to confuse a list of chronological (time) events with a series of causes and events. Time order is a different relationship from a cause-effect relationship.

- F IDENTIFY** Read paragraph 5 of the article on page 5 and complete this graphic organizer. Identify the causal chain in the paragraph. Write the correct answers in the boxes.



1. You will be happy with your career choice.
2. You will do well in school.
3. You will feel more motivated.
4. There will be better job options.
5. You choose a career you like.



WRITE WHAT YOU THINK

- G COMPOSE** Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.

1. Would you be willing to choose a career that makes a lot of money but is not your true passion? Explain.
2. Think of a job you would like to do. Which skills are important to be successful at that job?

READING SKILL IDENTIFYING MAIN IDEAS AND SUPPORTING DETAILS

A paragraph is a group of sentences about the same topic. The **main idea** is usually given in the first sentence. This is called the **topic sentence**. Sometimes the topic sentence can also be the last sentence or in the middle of a paragraph. The other sentences are called **supporting sentences** and contain **supporting details**, such as examples, explanations, facts, definitions, and reasons.

Identifying main ideas and supporting details is an important skill that will help you become a more effective reader. When you read, skim for main ideas and scan for details.

A CATEGORIZE Read these sentences from the article. Write *MI* for the main idea of the paragraph. Write *SD* for the supporting details.

1. Paragraph 3
 - a. ___ After high school, she moved to the United States to study aerospace engineering at a university.
 - b. ___ Following her passion for science is at the heart of Ashemimry's path to success.
 - c. ___ Finally, after graduating, she started her very own rocket-building company.
2. Paragraph 5
 - a. ___ However, if you choose something you like, you're going to be more motivated to succeed.
 - b. ___ As a result, you're more likely to find a job with a better salary.
 - c. ___ One mistake many college students make is choosing a career because it is popular or makes a lot of money.
3. Paragraph 7
 - a. ___ Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills.
 - b. ___ Globally, more and more companies are hiring people based on their specific set of skills.
 - c. ___ In addition to technology skills, companies today also greatly value skills in good communication, problem-solving, and creativity.

B IDENTIFY Look again at paragraphs 4, 6, 8, and 9 in the article. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.



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Unit 1 Reading
Reading Skill Video
Reading Skill

Can Social Media Work For You?

OBJECTIVE →

You are going to read an interview with a career counselor who talks about using social media to network and find jobs. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Read the title and the questions the interviewer asks. Check (✓) all the topics you expect the interview to cover.

- ☐ how social media has affected the job market
- ☐ how job seekers are using social media
- ☐ how to find jobs through friends
- ☐ how to make a video interview
- ☐ what not to do on social media

ACADEMIC LANGUAGE

The corpus shows that *expect* and *professional* are more common in academic writing than academic speaking.

[OPAL](#)
Oxford Phrasal Academic Lexicon

B VOCABULARY Check (✓) the words you know. Use a dictionary to define any new or unknown words. Then discuss how the words will relate to the unit with a partner.

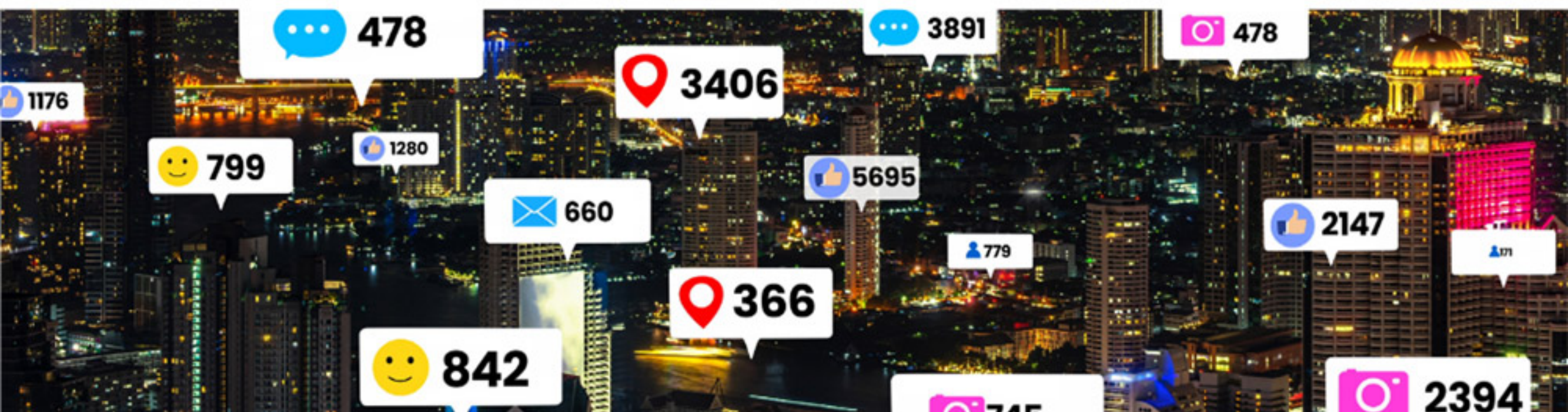
confident (*adj.*) [OPAL](#)
effective (*adj.*) [OPAL](#)
expect (*v.*) [OPAL](#)
offensive (*adj.*) [OPAL](#)

professional (*adj.*) [OPAL](#)
represent (*v.*) [OPAL](#)
slang (*n.*)
stranger (*n.*) [OPAL](#)

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Unit 1 Vocabulary
Practice 2
Pronunciation 2

C QUICK WRITE What advice would you give to someone looking to make a career change? What should he or she do and not do? Think about things like what qualifications they might need and how to get them, how they might get experience in a new career before committing to the change and what difficulties they might experience. Write for 5–10 minutes in response.



WORK WITH THE READING



A INVESTIGATE Read the interview and gather information about how to make a good first impression.

Can Social Media work For You?

Oliver Lee is a career counselor working in Ottawa, Canada. He has spent the last 25 years helping people prepare for the job of their dreams. Oliver notes that in today's working world, social media is giving job seekers a lot more ways to attract the attention of companies and find jobs. Unfortunately, there are still many people who don't know how to do it properly. CareersToday.com sat down with Oliver in a little café in downtown Ottawa, and here's what he had to say.

CareersToday: So, you say social media has been a real “game changer” for today's 21st century workers. What do you mean by that?

Oliver: That's right. Employers have depended on social media for a while now. When companies interview you, they're looking at your social media pages to help get an idea of who you are as a person. What are your interests and skills? Do you seem **professional**? But now, social media is doing a lot more for the job seekers themselves.

CareersToday: That's a very interesting shift¹. So, how exactly is social media helping the job seeker?

Oliver: Probably the most interesting change is job seekers are sharing more about themselves. Today's generation of workers grew up on social media like TikTok and X. Now, more and more of you are not just using it to tell personal stories. You're also talking about your career passions and telling stories about your accomplishments. Companies come across these posts, and, if they like what you have to say, they could message you for an interview. This has opened a lot more doors to job seekers than in the past.

CareersToday: That's great to hear, but what about those who don't want to tell their whole story to the world?

Oliver: Oh, there are still other ways to get the attention of recruiters². They spend a lot of time on LinkedIn and other social media sites to see what articles you're sharing. They look at the comments you post. So the advice is, think carefully about what you're reading, writing, and sharing online. Does it **represent** you well? Does it show passion for your career? If so, recruiters will feel more **confident** about offering you a position.

CareersToday: Excellent advice. Is there any other way to get their attention?

Oliver: Yes! Another **effective** step is to make as many connections as possible. Join groups that share your career interests. Research the companies you're interested in working for. Find out who the CEOs and managers are, and ask them to connect. Then they'll be in your network, and you'll be visible³ to the people who make hiring decisions. Most CEOs and hiring managers are on social media these days, so you have a good chance of getting someone's attention.

CareersToday: That sounds like a really great strategy for the job seekers who have found their calling. What about people looking to make a career change? Is there anything they can do?

Oliver: Again, connections, connections, connections! Reach out to people who can give you advice about the career you're interested in. Ask lots of questions. *What got you interested in your career? Do you have any advice for someone just starting out?* LinkedIn is a great place to start. You'd be surprised how helpful people can be there. Most of them are comfortable sharing their knowledge with people who show a genuine⁴ interest, even if they're a **stranger**.

CareersToday: You've given us a lot of good advice here on what job seekers *should* do on social media. Is there anything they *shouldn't* do?

Oliver: Yes, there are always *dos* and *don'ts*! For one, don't say or share anything that might be **offensive** to others. Remember that people are looking at what you share, including hiring managers. Also avoid using **slang**. You want to sound as professional as possible.

CareersToday: Great points. Anything else?

Oliver: Yes, one more big *don't*. When you connect with someone, don't **expect** them to answer you right away. Everyone is busy! Especially CEOs and managers! If you ask a question and don't hear back, it's OK to follow up. But give it some time—at least a week. Remember, you're the one asking them for advice, not the other way around!

[Leave a reply](#)

¹**shift** (*n.*): a change in opinion, mood, policy, etc.

²**recruiter** (*n.*): a person whose job is to find new people to join a company

³**visible** (*adj.*): easily seen or noticed

⁴**genuine** (*adj.*): real; not fake

JOB Search...



B VOCABULARY Complete each sentence with the vocabulary from the interview.

confident (<i>adj.</i>)	professional (<i>adj.</i>)
effective (<i>adj.</i>)	represent (<i>v.</i>)
expect (<i>v.</i>)	slang (<i>n.</i>)
offensive (<i>adj.</i>)	stranger (<i>n.</i>)

1. Scott wasn't feeling very _____ at his job interview. He kept looking down at the floor, and he spoke really softly.
2. Jokes are a great way to "break the ice" when you meet new people, but you should never tell _____ jokes that could make them feel uncomfortable.
3. Many people believe social media is a(n) _____ way to keep in touch with old friends who live far away.
4. Many teenagers use so much _____ when they talk to each other that their own parents can't understand them.
5. You were late for work again today. I _____ you to arrive on time tomorrow.
6. It's important to be polite when approaching a(n) _____ for advice.
7. If your Instagram account doesn't show the things you really like and care about, it doesn't _____ who you are as a person.
8. When you speak to customers, you should always be _____. You should be polite and try to help them as quickly as you can.

C IDENTIFY Complete the chart with information from the article.

Social media do's	Social media don'ts
Think carefully about what you post.	Don't share anything offensive.

D CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct each false statement to make it true according to the article.

1. **T / F** People are using social media to talk about their career accomplishments.

2. **T / F** Recruiters are using social media to find new employees.

3. **T / F** Most CEOs are on social media.

4. **T / F** It's good to use slang when you comment on people's posts.

5. **T / F** It's OK to send a direct message to a manager on social media.

6. **T / F** You should give managers at least a month to respond.

E INVESTIGATE Match these main ideas from the article with the correct supporting details below. Then read the article again to check your answers.

1. ____ ____ Share information about yourself.
2. ____ ____ Make connections.
3. ____ ____ Be professional.
- a. Search companies you're interested in.
- b. Post and comment on articles that interest you.
- c. Reach out to experts about making a career change.
- d. Avoid using a lot of slang when you post.
- e. Find and connect with CEOs and managers.
- f. Share stories about your accomplishments.
- g. Don't be upset if you don't get an immediate response.



WRITE WHAT YOU THINK

GLOBAL SKILLS

DIGITAL LITERACIES

When using social networks, consider how you present yourself to others. What photos or articles do you post? Are they appropriate and professional? Ask yourself, would employers react to my pages positively or negatively?

F COMPOSE Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.

1. Consider your own social media profile. Do you think your social media pages represent you well?
2. In addition to social media, what is another way people can make professional connections? Do you think this is more effective or less effective than using social media?

Dream Academy

VIDEO GLOSSARY

drought (n.)

a long period of weather which is too dry

crops (n.)

plants that are grown on farms as food

windmill (n.)

a tall building with long arms that stick out from it and turn in the wind

cheerleader (n.)

a person who encourages the audience at a sports event to shout in support of the players

A PREVIEW What kind of obstacles can make it difficult for someone to attend college?



Resources

Unit 1

Unit Video



Unit 1

B APPLY Watch the unit video. Check (✓) its main purpose.

- ☐ to show why William built a windmill for his community
- ☐ to identify the goals of the African Leadership Academy
- ☐ to explain William's path to returning to school



Unit 1

C IDENTIFY Watch the video again. Answer the questions.

1. Where is William from?

2. What kind of school does William attend?

3. Why does William feel like he's at a disadvantage?

4. How did William help his community?

5. What goals does William have for the future?



WRITE WHAT YOU THINK

D COMPOSE Discuss the questions in a group or with a partner. Then choose one of the questions and write a paragraph in response.

1. Can you be successful without being confident? Explain.
2. Is it important for you to give back to your community in some way? If so, what could you do to help your own community?

VOCABULARY SKILL USING THE DICTIONARY TO IDENTIFY WORD FORMS

Learning **word forms** increases your vocabulary. It will help make your reading, speaking, and writing more fluent. Look at the dictionary definitions below.

ac·com·plish /əˈkʌmplɪʃ/ **verb** [T] to succeed in doing something difficult that you planned to do: *Very little was accomplished at the meeting.* **SYN** achieve

ac·com·plished /əˈkʌmplɪʃt/ **adj** highly skilled at something: *an accomplished pianist.*

ac·com·plishment /əˈkʌmplɪʃmənt/ **noun** **1** [c] something difficult that someone has succeeded in doing or learning: *He was proud of his academic accomplishments.* **2** (formal) [u] the act of completing something successfully

Adapted from the Oxford American Dictionary for learners of English

TIP FOR SUCCESS

Many words have the same noun and verb form. For example, *tie* can be a noun or a verb.

A IDENTIFY Complete the chart. An X indicates that a word form doesn't exist or you don't need to know it at this time. Use a dictionary to help you.

Noun	Verb	Adjective	Adverb
1. accomplishment	accomplish	accomplished	X
2.	X	confident	
3.	consider		
4.		inspirational	X
5.			offensively
6.	X	professional	
7.		representative	X
8. value			X



B APPLY Complete each sentence with a word from the chart in Activity A.

1. Bilal is an accomplished writer who has written several bestselling novels.
2. It is important to consider which profile photos you use on social media. Make sure that they really _____ the kind of person you are.
3. Workers who have developed several skills on top of their degree tend to be more _____ to companies, and so they're more likely to get hired.
4. Be careful about the jokes you share on social media because they could _____ people and make them angry or upset.
5. When you speak in public, you need to show _____. Even if you are nervous, you should look as if you are not.
6. Madeira has some _____ experience as an accountant, working for two different companies. As a result, she's been contacted by several hiring managers on LinkedIn.

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

C COMPOSE Choose two sets of words from Activity A. Write one sentence for each form of the word. Then share your sentences with a partner.



Writing

OBJECTIVE →

At the end of this unit, you will write a paragraph about how to achieve a career goal. This paragraph will include specific information from the texts and your own ideas.

WRITING SKILL PART 1 ORGANIZING AND DEVELOPING A PARAGRAPH

A paragraph should discuss one main idea from beginning to end and develop the main idea with specific details.

- The **topic sentence** is usually the first sentence of a paragraph. It identifies the topic, or subject, of the paragraph. It also gives the main idea (or controlling idea), which explains what the writer will say about the topic.
- The **supporting sentences** are the middle sentences of a paragraph. They support the topic sentence with two or three smaller ideas, or subtopics. Subtopics are supported with specific details, such as examples, explanations, facts, observations, and reasons.
- The **concluding sentence** is usually the last sentence of a paragraph. It summarizes the main points of the paragraph and restates the topic sentence, but in different words.

A WRITING MODEL Read the model paragraph. Then answer the questions.

BECOMING AN AIRLINE PILOT

I've been interested in flying planes since I was a child, and now that I'm finishing high school, I'm starting to make plans to make my dream job a reality. I have already started the first step, which is to learn as much about the career as possible. In the last year, I have spent time watching videos of professional pilots on social media. Their accomplishments have helped me to better understand the career. I have connected with several of them, and they have inspired me never to give up on my dream. Next, in order to become a pilot, I need to find the right school. I have no regular income and have to rely

on my parents financially, so it is vital that I find a school that is as affordable as possible. There is a school near my hometown, but it is small and very expensive. If I travel to a bigger city, there will be more options. As a result, I will be able to save some money on tuition. Lastly, if I want to become a pilot for a major airline, I will need to pass several tests. To prepare, I will concentrate hard on my studies over the next three to four years. If I run into trouble, I'll reach out to my contacts online for help. I am confident that if I stick to this plan, I will accomplish my goal, and my childhood dream will finally come true.

1. What is the topic sentence of the paragraph? Circle it.
2. How many supporting sentences are in the paragraph? ____
3. The writer mentions three major steps they plan to take to become an airline pilot. What are these three sub-topics? Write them below.
 - a. _____
 - b. _____
 - c. _____
4. The paragraph uses reasons to support the subtopics. What two reasons explain why the writer needs to find an affordable school?

5. What is the concluding sentence of the paragraph? Underline it.

- B ANALYZE** Complete the paragraph below. Choose the correct topic sentence and supporting details from the box. Use the information from the article in Reading 2 to develop your ideas. One sentence will not be used.

- a. For example, I plan to keep a blog and share it on social media.
- b. I can ask them advice on how to grow and succeed as a writer.
- c. To become a professional writer, there are several steps I plan to follow.
- d. I plan to study English at my local university.

MY NEXT STEP

¹ ____ First, I will need to get a bachelor's degree. ² ____ Also, if I study locally, I will be able to live with my parents and save money. Another important step is to grow my network. I expect to have regular contact with my professors, who will be able to set me on the right path. On top of that, I will connect with professional writers on LinkedIn. ³ ____ In conclusion, becoming an accomplished writer will require a lot of dedication, but I am willing to do whatever it takes.

WRITING SKILL PART 2 ORGANIZING AND DEVELOPING A PARAGRAPH

An **outline** is a plan you make before you start writing. Outlines help you put your ideas in order. When you write an outline for a paragraph, include the topic sentence, the subtopics, important supporting details, and the concluding sentence.

Example of an outline

1. **Topic sentence:** I've been interested in flying planes since I was a child, and now that I'm finishing high school, I'm starting to make plans to make my dream job a reality.
2. **Subtopics and supporting details:**
 - A. learn about my career
 1. watch videos of professional pilots on YouTube
 2. connected with pilots on social media
 - B. choose the right school
 1. find an affordable school in the city
 2. save money on tuition
 - C. pass the pilot tests
 1. concentrate on my studies
 2. reach out to contacts online for help
3. **Concluding sentence:** I am confident that if I stick to this plan, I will accomplish my goal, and my childhood dream will finally come true.

- A WRITING MODEL** Read the model paragraph. Then complete the outline below. Use short phrases to rephrase the ideas.

MAKING A VIDEO RESUME

With so many employers online these days, more and more people are relying on video resumes to make themselves stand out. It wasn't too hard to create my own video resume, but it did require time and a little creativity. First, I did some research. I looked at other people's video resumes on LinkedIn. Then I took notes about what I liked and didn't like. I learned that if you include interesting images and music, it makes your video a lot more effective. Next, I wrote a script which I used to tell my story. I thought about everything I wanted to talk about, such as my degree, my work

experience, and my skills. I wrote it all down on paper, and I made sure not to use any slang. I practiced it until I remembered it word-for-word. Finally, I made the video. If you don't have everything perfect, it's not going to look professional. You need to have good lighting and sound. I used my phone because it has a good camera and microphone. Then I used my computer to produce the final video. I think my video resume looks professional and represents me well, and I hope it will inspire hiring managers to contact me for a job soon!

1. Topic sentence:

It wasn't too hard to create my own video resume, but it did require time and a little creativity.

2. Subtopics and supporting details:

A. did research

1. looked at video resumes on LinkedIn

2. _____

B. wrote a script

1. _____

2. _____

3. _____

C. _____

1. need good lighting and sound

2. _____

3. _____

3. Concluding sentence: _____

