

UNIT 1

FINDING THE IDEAL JOB



LEARNING OUTCOMES:

- Infer the author's opinion
- Take margin notes on main ideas
- Predict content from visuals
- Use descriptive and possessive adjectives
- Add supporting sentences
- Write a descriptive paragraph

Vocabulary

advice	managers
careers	postings
hire	resume
ideal	rewards
interview	skills

INFERENCE

Inferring the author's opinion (p. 9)

- An inference is an *educated guess* about something that is *not directly stated* in a text.
- Sometimes, careful readers can understand an author's opinion even when it's not stated directly. They can *infer* this *opinion*.

Inferring the author's opinion (p. 9)

The example: Kleppinger believes that Bolles's book is hard because it's too long. (*False*)

- After reading the text closely, we can *infer the author's opinion*: She doesn't think Bolles's book is hard just because it's long.

NOTE TAKING

Taking margin notes on main ideas (p. 12)

- Writing notes in the margins can help you *identify main ideas*.
- Later, you can look back at these margin notes to help you *remember the main ideas* in texts.

Taking margin notes on main ideas (p. 12)

- As you read, *find the main idea* of each paragraph and *write it in the margin*.
- You can use *key words* from the text./You need to use your *own words*.
- Do not make complete sentences./Do not worry about perfect grammar.
- Write *short phrases/words*.

READING

Predicting content from visuals (p. 13)

- Before reading any text, strong readers look at all the *visuals* (pictures, photos, graphs, etc.) on the page.
- This gets them to think about what they already *know* about the topic/allows them to *predict the content* of the text.

Predicting content from visuals (p. 13)

The example: In the photo for paragraph 2, I see a man behind a *video camera*.

The paragraph must be about a man whose ideal job is to *make videos*.

GRAMMAR

Descriptive and possessive adjectives (p. 18)

1. *Descriptive adjectives*

describe nouns.

- They can come after the verb *be*.
- They can come before a *noun*.

The teacher *is funny*.

She is a *funny teacher*.

Descriptive and possessive adjectives (p. 18)

1. *Descriptive adjectives*

describe nouns. (Cont.)

- When a noun follows an adjective, use *a*, *an*, or *the* before the adjective.

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

She's *an important writer*.

Gary is *smart*.

Descriptive and possessive adjectives (p. 18)

2. *Possessive adjectives* show belonging.

- A noun always follows a possessive adjective. When using possessive adjectives, do not use *a*, *an*, or *the*.
- Possessive adjectives have the *same form* before singular/plural nouns.

I have a job. *My job* is very interesting. *His boss* is nice.

Your office is beautiful.
Your offices are beautiful.

Descriptive and possessive adjectives (p. 18)

Possessive adjectives:

my

our

your

his

their

her

its

REVISE

Adding supporting sentences (p. 22)

- Sentences that come after the topic sentence are *supporting sentences*. They explain the main idea with specific details and examples.

FINAL WRITING TASK

A descriptive paragraph (pp. 20-24)

1. *Prepare to write:*
Listing

2. *Write:* Write a
paragraph and its
topic sentence

A descriptive paragraph (pp. 20-24)

3. *Revise*: Adding
supporting
sentences

4. *Edit*: Writing the
final draft

REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

IMAGE SOURCE

- <https://www.pinterest.com/pin/418482990378464436/>