

# SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>■ Identifying the letters of the alphabet</li> <li>■ Identifying numbers</li> <li>■ Identifying days and months</li> <li>■ Identifying abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>■ Saying the alphabet and numbers</li> <li>■ Spelling numbers and names</li> <li>■ Saying days and months</li> <li>■ Saying your birth month</li> </ul>	<ul style="list-style-type: none"> <li>■ The alphabet with capital and lowercase letters</li> <li>■ Numbers</li> <li>■ Months and days</li> </ul>	
<b>Unit 1</b> <b>Personal information</b> pages 6–19 Topic: <b>Introductions</b>	<ul style="list-style-type: none"> <li>■ Identifying names</li> <li>■ Identifying numbers</li> <li>■ Using greetings</li> <li>■ Identifying countries of origin</li> <li>■ Exchanging personal information</li> </ul>	<ul style="list-style-type: none"> <li>■ Clarifying spelling</li> <li>■ Using greetings</li> <li>■ Using appropriate language to introduce self and others</li> </ul>	<ul style="list-style-type: none"> <li>■ Personal information</li> <li>■ Countries and nationalities</li> <li>■ Personal titles</li> </ul>	<ul style="list-style-type: none"> <li>■ Possessive adjectives</li> <li>■ Subject pronouns</li> <li>■ Simple present of <i>be</i></li> <li>■ Contractions</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 20–33 Topic: <b>The classroom</b>	<ul style="list-style-type: none"> <li>■ Describing location</li> <li>■ Finding out location</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and giving location of things</li> <li>■ Saying <i>excuse me</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom furniture</li> <li>■ Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>■ Prepositions of location (<i>in, on, under</i>)</li> <li>■ <i>Where is?</i></li> <li>■ Singular and plural nouns</li> <li>■ <i>Yes / No</i> questions</li> <li>■ <i>this / that</i> and <i>these / those</i></li> <li>■ Contractions</li> </ul>
<b>Review:</b> Units 1 and 2 pages 34–35		<ul style="list-style-type: none"> <li>■ Understanding a conversation</li> </ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 36–49 Topic: <b>Family</b>	<ul style="list-style-type: none"> <li>■ Describing actions</li> <li>■ Talking about family members</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about current activities</li> <li>■ Answering questions about your family</li> </ul>	<ul style="list-style-type: none"> <li>■ Family relationships</li> <li>■ Daily activities</li> <li>■ Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Present continuous</li> <li>■ <i>Wh-</i> questions</li> <li>■ <i>Yes / No</i> questions</li> <li>■ Object pronouns (<i>him, her, it, them</i>)</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 50–63 Topic: <b>Health problems</b>	<ul style="list-style-type: none"> <li>■ Describing health problems and suggesting remedies</li> <li>■ Expressing sympathy</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking about someone's health</li> <li>■ Expressing sympathy</li> <li>■ Suggesting a remedy</li> </ul>	<ul style="list-style-type: none"> <li>■ Body parts</li> <li>■ Health problems</li> <li>■ Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple present of <i>have</i></li> <li>■ <i>Yes / No</i> questions with <i>have</i></li> <li>■ <i>have</i> and <i>need</i></li> <li>■ Contractions</li> </ul>
<b>Review:</b> Units 3 and 4 pages 64–65		<ul style="list-style-type: none"> <li>■ Understanding a narrative</li> </ul>		
<b>Unit 5</b> <b>Around town</b> pages 66–79 Topic: <b>Places and directions</b>	<ul style="list-style-type: none"> <li>■ Describing location</li> <li>■ Giving directions</li> <li>■ Asking for directions</li> <li>■ Confirming by repetition</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking about a location</li> <li>■ Describing your neighborhood</li> <li>■ Clarifying directions</li> </ul>	<ul style="list-style-type: none"> <li>■ Building and place names</li> <li>■ Imperatives for directions</li> </ul>	<ul style="list-style-type: none"> <li>■ Prepositions of location (<i>on, next to, across from, between, on the corner of</i>)</li> <li>■ <i>Where</i> questions</li> <li>■ Affirmative and negative imperatives</li> </ul>

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> <li>Reading the alphabet</li> <li>Reading numbers</li> <li>Reading months and days</li> </ul>	<ul style="list-style-type: none"> <li>Writing the alphabet</li> <li>Writing names</li> <li>Writing numbers</li> <li>Writing days</li> </ul>	<ul style="list-style-type: none"> <li>Understanding dates</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing the alphabet</li> <li>Pronouncing numbers</li> <li>Pronouncing days and months</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a paragraph describing a student's personal information</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences giving personal information</li> <li>Identifying and using capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Reading a registration form</li> <li>Understanding cultural differences in names</li> <li>Using personal titles</li> <li>Using a directory</li> <li>Reading an ID card</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> <li>Saying telephone numbers</li> <li>Saying addresses</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in government</li> </ul>
<ul style="list-style-type: none"> <li>Reading sentences describing a classroom</li> <li>Using pictorial cues</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences about the location of items in the classroom</li> <li>Using capitalization and periods</li> </ul>	<ul style="list-style-type: none"> <li>Reading an inventory list</li> <li>Counting objects</li> <li>Digital Literacy: Using video conferencing tools for online meetings</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in education</li> </ul>
			<ul style="list-style-type: none"> <li>Recognizing syllables</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a paragraph describing a family birthday party</li> <li>Using a passage's title for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences about your own family</li> <li>Writing number words</li> </ul>	<ul style="list-style-type: none"> <li>Reading an insurance application form</li> <li>Using family trees</li> <li>Using formal and informal family titles</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in the community</li> </ul>
<ul style="list-style-type: none"> <li>Reading a paragraph describing a sick family's visit to a doctor's office</li> <li>Interpreting exclamation points</li> </ul>	<ul style="list-style-type: none"> <li>Writing an absence note to a child's teacher</li> <li>Writing dates</li> </ul>	<ul style="list-style-type: none"> <li>Using an appointment card</li> <li>Matching remedies to ailments</li> <li>Showing concern for someone's health</li> <li>Digital Literacy: Using email on a smartphone</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in healthcare.</li> </ul>
			<ul style="list-style-type: none"> <li>Pronouncing strong syllables</li> </ul>	
<ul style="list-style-type: none"> <li>Reading an email describing a neighborhood</li> <li>Interpreting pronoun referents</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of your neighborhood</li> <li>Capitalizing proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>Reading and drawing maps</li> <li>Giving and getting directions</li> <li>Understanding what a DMV is</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in transportation</li> </ul>

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Unit 6</b> <b>Time</b> pages 80–93 Topic: <b>Daily activities and time</b>	<ul style="list-style-type: none"> <li>■ Describing habitual activities</li> <li>■ Asking for dates and times</li> <li>■ Giving information about dates and times</li> </ul>	<ul style="list-style-type: none"> <li>■ Using <i>usually</i> vs. <i>always</i></li> <li>■ Using <i>has</i> vs. <i>goes to</i> for classes</li> <li>■ Talking about daily schedules</li> </ul>	<ul style="list-style-type: none"> <li>■ Times of the day</li> <li>■ Habitual activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple present tense</li> <li>■ <i>Wh-</i> questions</li> <li>■ Prepositions of time (<i>at, in, on, from...to</i>)</li> <li>■ <i>start / end</i> and <i>open / close</i></li> </ul>
<b>Review:</b> Units 5 and 6 pages 94–95		<ul style="list-style-type: none"> <li>■ Understanding a conversation</li> </ul>		
<b>Unit 7</b> <b>Shopping</b> pages 96–109 Topic: <b>Food and money</b>	<ul style="list-style-type: none"> <li>■ Asking about quantity</li> <li>■ Reading prices</li> <li>■ Asking the location of items</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering <i>How many?</i> and <i>How much?</i></li> <li>■ Talking about what there is and isn't</li> <li>■ Using quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>■ Grocery store items</li> <li>■ U.S. currency</li> </ul>	<ul style="list-style-type: none"> <li>■ Count and non-count nouns</li> <li>■ <i>How many? / How much?</i></li> <li>■ <i>There is / There are</i></li> <li>■ Quantifiers with non-count nouns</li> <li>■ <i>some</i> and <i>any</i></li> </ul>
<b>Unit 8</b> <b>Work</b> pages 110–123 Topic: <b>Jobs and skills</b>	<ul style="list-style-type: none"> <li>■ Identifying past and present jobs</li> <li>■ Describing skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about your job</li> <li>■ Talking about skills</li> </ul>	<ul style="list-style-type: none"> <li>■ Occupations</li> <li>■ Work locations</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past of <i>be</i> (statements and questions)</li> <li>■ <i>can</i></li> <li>■ Contractions</li> <li>■ <i>be</i> with <i>and</i> and <i>but</i></li> </ul>
<b>Review:</b> Units 7 and 8 pages 124–125		<ul style="list-style-type: none"> <li>■ Understanding a narrative</li> </ul>		
<b>Unit 9</b> <b>Daily living</b> pages 126–139 Topic: <b>Home responsibilities</b>	<ul style="list-style-type: none"> <li>■ Describing past actions</li> <li>■ Discussing chores</li> <li>■ Expressing appreciation</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about household activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Chores</li> <li>■ Household items</li> <li>■ Time words</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past tense of regular and irregular verbs</li> <li>■ <i>or</i> questions</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 140–153 Topic: <b>Free-time activities</b>	<ul style="list-style-type: none"> <li>■ Describing past actions</li> <li>■ Describing future actions</li> <li>■ Discussing plans</li> </ul>	<ul style="list-style-type: none"> <li>■ Talking about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Free-time activities</li> <li>■ Sports</li> </ul>	<ul style="list-style-type: none"> <li>■ Simple past with irregular verbs</li> <li>■ Future with <i>be going to</i></li> <li>■ Contrasting past, present, and future</li> </ul>
<b>Review:</b> Units 9 and 10 pages 154–155		<ul style="list-style-type: none"> <li>■ Understanding a conversation</li> </ul>		

<b>Academic Skills Worksheets section</b>	pages 156–175
<b>Audio script</b>	pages 176–184
<b>Photo / Art credits</b>	pages 185

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> <li>Reading a paragraph describing a person's schedule</li> <li>Using <i>Wh-</i> questions to interpret a reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of your schedule</li> <li>Using indents for paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Using class and other schedules</li> <li>Understanding Parent-Teacher Associations</li> <li>Understanding volunteerism</li> <li>Using calendars</li> <li>Reading clocks</li> <li>Digital Literacy: Identifying Wi-Fi and navigating the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in technology</li> </ul>
			<ul style="list-style-type: none"> <li>Understanding intonation in questions</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a paragraph describing a shopping trip</li> <li>Looking for clues to understand new words</li> </ul>	<ul style="list-style-type: none"> <li>Writing a note about a shopping list</li> <li>Using commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Reading supermarket ads</li> <li>Reading receipts and using basic consumer math</li> <li>Using U.S. currency</li> <li>Using multiple payment methods</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in retail</li> </ul>
<ul style="list-style-type: none"> <li>Reading a letter describing a person's job and work history</li> <li>Interpreting narrative time through verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Writing a paragraph about your skills</li> <li>Checking spelling</li> </ul>	<ul style="list-style-type: none"> <li>Completing job applications</li> <li>Identifying skills</li> <li>Understanding job certification</li> <li>Reading an email</li> <li>Digital Literacy: Filling out an online form using the keyboard</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in business</li> </ul>
			<ul style="list-style-type: none"> <li>Pronouncing the <i>-s</i> ending with plural nouns</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a letter describing daily events</li> <li>Interpreting the narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>Writing an email describing household chores</li> <li>Using the simple past in writing</li> </ul>	<ul style="list-style-type: none"> <li>Using a job-duties chart</li> <li>Understanding household chores and the tools used for them</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in construction</li> </ul>
<ul style="list-style-type: none"> <li>Reading an email describing a vacation</li> <li>Interpreting time words in a passage</li> </ul>	<ul style="list-style-type: none"> <li>Writing an email describing a past and future vacation</li> <li>Creating new paragraphs as the tense changes</li> </ul>	<ul style="list-style-type: none"> <li>Reading a TV schedule</li> <li>Using schedules</li> <li>Understanding the cultural features of sports</li> <li>Digital Literacy: Installing an app on a smartphone</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Learning about jobs in hospitality</li> </ul>
			<ul style="list-style-type: none"> <li>Pronouncing the <i>-ed</i> ending in the simple past</li> </ul>	

# UNIT TOUR

## The Most Complete Course for Student Success

- Aligned to the new NRS descriptors while covering key English Language Proficiency Standards and WIOA requirements.
- A wealth of resources provide instructors with the tools for any teaching situation, making Ventures the most complete program.
- Prepares students for standardized tests, including CASAS STEPS, TABE, and BEST.

### The Big Picture

- Introduces the unit topic and creates an opportunity for classroom discussion.
- Activates students' prior knowledge and previews the unit vocabulary.

### CASAS

Provides practice for an activity found in CASAS STEPS.

### Unit Goals

Introduces the competencies students will learn.


## UNIT 8 WORK

### Lesson A Listening

**1 Before you listen**

**A** Look at the picture. What do you see?






**B** Point to: ■ a server ■ a busperson ■ a cashier ■ a cook  
■ an electrician ■ a nurse ■ a nursing assistant ■ a construction worker



UNIT 8

**2 Listen**

**A** Listen. Write the letter of the conversation.


**B** Listen again to the conversations. Write the years or dates you hear.

A. from 2018 to 2023      D. from \_\_\_\_\_ to \_\_\_\_\_  
 B. from \_\_\_\_\_ to \_\_\_\_\_      E. in \_\_\_\_\_  
 C. from \_\_\_\_\_ to \_\_\_\_\_      F. \_\_\_\_\_ years ago

Listen again. Check your answers.



**C** Listen and continue the conversation. Circle the answer.

A.                                  B.                                  C.

**3 After you listen**

Where do the people work? Write the words.

busperson   cashier   doctor   nurse   receptionist   server

1. \_\_\_\_\_ doctor                                  4. \_\_\_\_\_  
 2. \_\_\_\_\_                                   5. \_\_\_\_\_  
 3. \_\_\_\_\_ hospital                                  6. \_\_\_\_\_  restaurant

L1.1, L1.10, L2.1, L2.10  
5, 6, 0.1, 0.2, 4.1, 4.5, 7.2, 7.5, 8.2

UNIT 8 111

### How to use a QR code

- Open the camera\* on your smartphone.
- Point it at the QR code.
- The camera will automatically scan the code. If not, press the button to take a picture.

\* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.



### 3 Easy Ways to Access Audio

- Scan QR codes
- Download from *Cambridge One: cambridgeone.org*
- Play from the Ventures Arcade audio page

Every unit has two grammar lessons taught using the same format.

### Grammar Chart

- Presents and practices the grammar point.
- Extra grammar charts online can be used for reference and give additional support.

### Grammar Presentation

Animated presentations to watch on mobile devices using QR codes allow for self-directed learning and develop digital literacy.

### Additional Grammar Activities

Ensure students have the chance to practice more grammar to meet the rigor of various standards.

### Natural Progression

Moves from controlled to communicative activities for students to ask and answer questions about familiar text, topics, and experiences.

### Real-life Practice

Engages students and provides meaningful application of the grammar.

### ELPS and CASAS

Indicates the English Language Proficiency Standards and CASAS competencies covered in each lesson.

**Lesson B I was a teacher.**

**1 Grammar focus: simple past of be**

Use **was** with **I, he, she, and it**. Use **were** with **you, we, and they**.

QUESTIONS	ANSWERS
Were you a student?	I <b>was</b> . I <b>wasn't</b> . I <b>was</b> a teacher.
Was he a student?	he <b>was</b> . he <b>wasn't</b> . He <b>was</b> a teacher.
Was she a student?	Yes, she <b>was</b> . No, she <b>wasn't</b> . She <b>was</b> a teacher.
Were you students?	we <b>were</b> . we <b>weren't</b> . We <b>were</b> teachers.
Were they students?	they <b>were</b> . they <b>weren't</b> . They <b>were</b> teachers.

**2 Practice**

**A Write.** Look at the pictures. Complete the sentences. Use **is, are, was, or were**.

**Job history for Amy Cho**

2018 – present Nurse  
2013 – 2018 Teacher

1. She was a teacher before. Now she is a nurse.

**JOB APPLICATION**

Jane's experience  
2021 – present: Manager  
2015 – 2021: Cashier

2. She is a manager now. She was a cashier before.

**EMPLOYMENT HISTORY**

John and Jack Wolf  
2019 – present: Electricians  
2017 – 2019: Students

3. They were students before. Now they are electricians.

**JOB APPLICATION FOR Ben Lee**

**JOB HISTORY:**  
2019 – present: Construction Worker  
2014 – 2019: Server

4. He was a server before. Now he is a construction worker.

**Employment History**

**Adam Hill**  
2005 – present: Nursing Assistant  
2001 – 2005: Server

5. He was a server before. Now he is a nursing assistant.

**WORK EXPERIENCE FOR Sara and Raúl Lopez**

2022 – present: Managers  
2018 – 2022: Cooks

6. Now they are managers. They were cooks before.

Listen and repeat.

**3 Communicate**

**B Talk with a partner.** Look at the pictures. Change the **bold** words and make conversations.

1. **A Was she a teacher?** B Yes, she **was**.  
2. **A Were they receptionists?** B No, they **weren't**. They **were** nurses.

3. **A Sylvia, what do you do now?** B Now? I'm a homemaker.  
4. **A Oh, really? Were you a homemaker before?** B No, I **wasn't**. I **was** a receptionist in a bank.

**3 Communicate**

**Talk with three classmates.** Complete the chart.

**Useful Language**  
In conversation, **What do you do?** means **What's your job?** or **What's your occupation?**

Name	Job now	Job before
Sylvia	a homemaker	a receptionist

**Write two sentences about your classmates.** Use information from the chart.  
Sylvia is a homemaker now. She was a receptionist before.

112 UNIT 6

ELPS 1.1.2, 1.1.3, 1.2, 1.2.3, 1.2.3.9, 4.1, 4.4, 4.4.1, 4.4.1.2, 4.4.1.2

UNIT 6 113

**Lesson C Can you cook?**

**1 Grammar focus: can**

Use **can + verb in base form** to show the ability to do something.

STATEMENTS	QUESTIONS	ANSWERS
I <b>can</b> cook.	Can you cook?	I <b>can</b> .
She <b>can't</b> cook.	Can she cook?	Yes, she <b>can</b> . No, she <b>can't</b> .
They <b>can't</b> cook.	Can they cook?	Yes, they <b>can</b> . No, they <b>can't</b> .

**2 Practice**

**A Write.** Complete the sentences. Use **yes, no, can, or can't**.

1. A can she speak Spanish?

2. A can't he drive a truck?

3. A can he fix a car?

4. A can't she paint a house?

5. A can they work with computers?

6. A can't you cook?

7. A can't they build houses?

8. A can't she read a book?

9. A can't you operate on someone?

Listen and repeat. Then practice with a partner.

**B Write.** Look at the pictures. Complete the sentences.

**Build things: fix cars, paint, sell things, take care of children, take care of plants**

1. A painter can paint.

2. A salesperson can sell things.

3. A carpenter can build things.

4. A gardener can take care of plants.

5. A child-care worker can take care of children.

6. An auto mechanic can fix cars.

Listen and repeat.

**C Talk with a partner.** Look at the pictures in 2B. Change the **bold** words and make conversations.

A: Hi, I'm looking for a job. Can you help me?  
B: What can you do?  
A: I'm a painter. I can **paint** very well.

**3 Communicate**

**Talk with a partner.** Ask and answer questions.

What can you do? I can cook. I can work with computers.

112 UNIT 6

ELPS 1.1.1, 1.1.2, 1.2, 1.2.3, 1.2.3.9, 4.1, 4.4, 4.4.1, 4.4.1.2

UNIT 6 113

## Reading

- Uses a 3-step reading approach to highlight the skills and strategies students need to succeed.
- Combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- Brings text complexity into the classroom to help students read independently and proficiently.

### Lesson D Reading

**1 Before you read**

Talk. Mai Linh is looking for a new job. Look at the picture. Answer the questions.

- Who are the people in the picture?
- Where are they?
- What is Mai Linh's volunteer job now?

**2 Read**

Listen and read.

**New Message**

Dear Ms. Carter,

I am writing to recommend my student Mai Linh Lam. Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 12:00 to 4:30. She takes care of senior citizens. Mai Linh has many good skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.

Sincerely,  
Elaine Maxwell  
Valley Adult School

**3 After you read**

**A Read the sentences.** Are they correct? Circle Yes or No.

- Elaine's email is to apply for a job. Yes  No
- Mai Linh volunteers in a hospital. Yes  No
- She can write reports. Yes  No
- She finishes work at 8:30. Yes  No
- She is good at her job. Yes  No

**Write. Correct the sentences.**

- Elaine's email is to recommend someone for a job.

**B Write.** Answer the questions about Mai Linh.

- What was Mai Linh's job before? \_\_\_\_\_
- Is Mai Linh certified? \_\_\_\_\_
- What are her work skills? \_\_\_\_\_

### 4 Picture dictionary Occupations

- housekeeper
- factory worker
- hair stylist
- dental assistant
- pharmacy technician
- custodian

**A Write the words in the picture dictionary.** Then listen and repeat.

custodian   factory worker   housekeeper  
dental assistant   hair stylist   pharmacy technician

**B Work with a partner.** Match the words in the picture dictionary with these places.

- a beauty salon \_\_\_\_\_
- a dental office \_\_\_\_\_
- a factory \_\_\_\_\_
- a hotel \_\_\_\_\_
- an office building \_\_\_\_\_
- a pharmacy \_\_\_\_\_

**Talk with a partner.** Point to a picture in the dictionary. Ask and answer questions about the occupations.

What's her occupation? She's a housekeeper.  
Where does she work? She works in a hotel.

**Useful Language**  
occupation = job

For academic skills practice, see pages 170-171.  
EUP: L3.2, L3.3, L3.6, L3.8, L3.9, L3.12, L3.13, L3.2, L3.30  
CMAA: 6.1, 4.1, 4.4, 4.6, 7.2, 7.2, 7.5

## Academic Skills Worksheets

Builds critical-thinking skills and uses informative texts to help master more complex reading skills.

## Speaking Practice

Helps students internalize the vocabulary and relate it to their lives.

## Writing

- Helps students develop a robust process-writing approach.
- Supports students to meet the challenges of work and the classroom through academic and purposeful writing practice.

### Lesson E Writing

**1 Before you write**

**A Write.** Check (✓) what you can do.

Skill	I can ...
1. drive	<input type="checkbox"/>
2. cook	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>
4. fix a car	<input type="checkbox"/>
5. read to children	<input type="checkbox"/>
6. pay bills	<input type="checkbox"/>
7. shop	<input type="checkbox"/>
8. read a schedule	<input type="checkbox"/>

**Talk with a partner.**

**A** What about number 1? Can you drive?  
**B** Yes, I can. What about you?  
**A** I can drive, too. I just got my driver's license last month.

**B Read.** Answer the questions.

**New Message**

My name is Chen. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

- What are Chen's skills? \_\_\_\_\_
- What can Chen do that you can do, too? \_\_\_\_\_

**2 Write**

**A Write about your occupation.** Complete the sentences.

I am a \_\_\_\_\_  
I work at \_\_\_\_\_

**B Write.** What are your skills? Make a list.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C Write a paragraph about your skills.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 After you write**

**A Read your paragraph to a partner.**  
**B Check your partner's paragraph.**

What are your partner's skills?  
Is the spelling correct?

**Writing tip**  
Check your spelling. Use a dictionary or spell check if necessary. Correct spelling is important in writing.

## Writing Tips

Gives students confidence in writing with easy-to-follow writing tips and strategies.

## Document Literacy

Builds real-life skills through explicit practice using authentic document types.

## Grammar connections

Contrasts two grammar forms in a communicative way to help with grammar accuracy.

## Test-taking Skills

Prepares students for standardized tests (CASAS STEPS, TABE, and BEST) by familiarizing them with bubble answer format.

**Lesson F Another view**

**1 Life-skills reading**

**2 Grammar connections: Use with and and but**

Use **and** to show things that are the same.  
Use **but** to show things that are different.

Sid **is** at work today, **and** he **was** at work yesterday.  
Natt **is** at work today, **but** she **wasn't** at work yesterday.  
Ana **isn't** at work today, **and** she **wasn't** at work yesterday.  
Len and Eva **aren't** at work today, **but** they **were** at work yesterday.

**A Work with a partner.** Look at the pictures. Talk about the people. Take turns.

**Today**      **Yesterday**

**B Talk in a group.** Talk about your classmates. Take turns.

**Mario:** I'm here today, but I wasn't here yesterday.  
**Ina:** Mario is here today, but he wasn't here yesterday. I'm here today, and I was here yesterday.  
**Bling:** Mario is here today, but he wasn't here yesterday. Ina is here today, and she was here yesterday. I'm here . . .

**Digital Literacy**  
Watch the video and practice your digital literacy skills. Go to your Digital Workbook for more practice.

ELPS: L1.2, L1.4, L1.5, L1.10; L2.2, L2.5, L2.10  
CASAS: 6.2, 4.1, 4.4, 7.1, 7.2

120 UNIT 8 121

## Problem-solving Activity

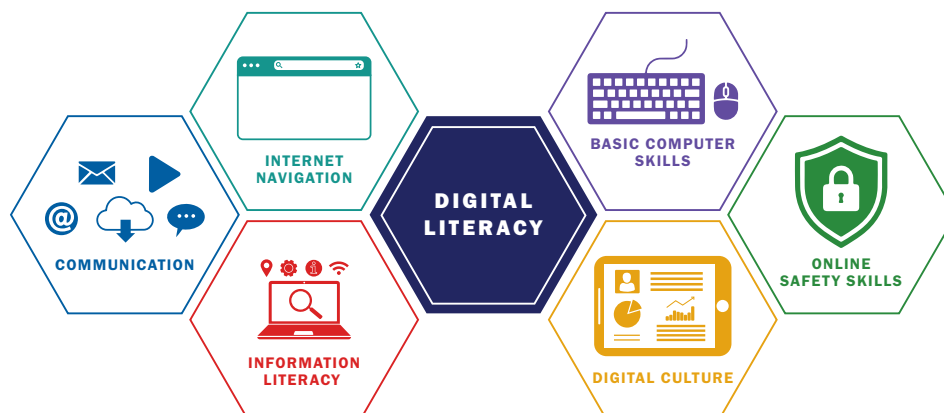
Covers critical thinking and soft skills — crucial for workplace readiness — and helps students meet WIOA requirements.

## Digital Literacy

Appears every other unit with practice activities in the Digital Workbook. Scan the QR code to see a video.

## Digital Literacy in Ventures

Digital literacy development is a critical part of Adult Education instruction. In order to succeed at school or in the workplace, learners need soft skills in key areas, such as critical thinking, problem solving, communication, and collaboration supported by the creative application of digital technologies. Ventures has digital literacy lessons for every other unit in the Digital Workbook.



## Career Readiness

Career readiness expands students' opportunities in the workplace by preparing them for skilled work and more challenging roles. These lessons help students learn about different jobs and pathways, as well as the language and skills needed within each cluster.



- Focuses on different career clusters in each unit using visuals to assess what students already know.
- Introduces key vocabulary while informing learners about jobs within the cluster.
- Practices language related to the job through a communicative activity with a partner.

**Lesson G Jobs in business**
**UNIT 8**

**1 Before you read**  
Look at the pictures. What do you see?

**2 Read**  
Listen and read.

**Jobs in business**  
A business sells things or gives services to people. Workers in business work for companies or have their own businesses. Here are two jobs in business.

Job	Job duties	Education
 food truck vendor	<ul style="list-style-type: none"> <li>- Takes orders from customers</li> <li>- Makes food</li> </ul>	No formal education
 file clerk	<ul style="list-style-type: none"> <li>- Works with paper and electronic files</li> <li>- Puts folders in order using numbers or the alphabet</li> </ul>	High school diploma + on-the-job training

**3 After you read**

**A Read the sentences.** Are they correct? Circle Yes or No.

- All workers in business have their own businesses. Yes No
- Food truck vendors take orders from customers. Yes No
- File clerks work with electronic files. Yes No
- Food truck vendors and file clerks need high school diplomas. Yes No

**B Practice with a partner.** Ask and answer the questions.

- Who puts folders in order?
- Who makes food?
- Who takes orders from customers?
- Who needs a high school diploma?

**4 Before you listen**  
Look at the pictures. What do you see?

**5 Listen**

**A Listen.** Who is talking? Circle the correct answer.  
a. a food truck vendor and a customer b. two food truck vendors c. two file clerks

**B Listen again.** Are the sentences correct? Circle Yes or No.

- They are traveling. Yes No
- Janaki agrees to file the travel receipts. Yes No
- They file the receipts in alphabetical order. Yes No
- They file the receipts in file folders. Yes No

**C Listen again.** Check your answers.

**6 After you listen**

**A Read the conversation.** Fill in the missing words.  
alphabetical electronic files folders receipts

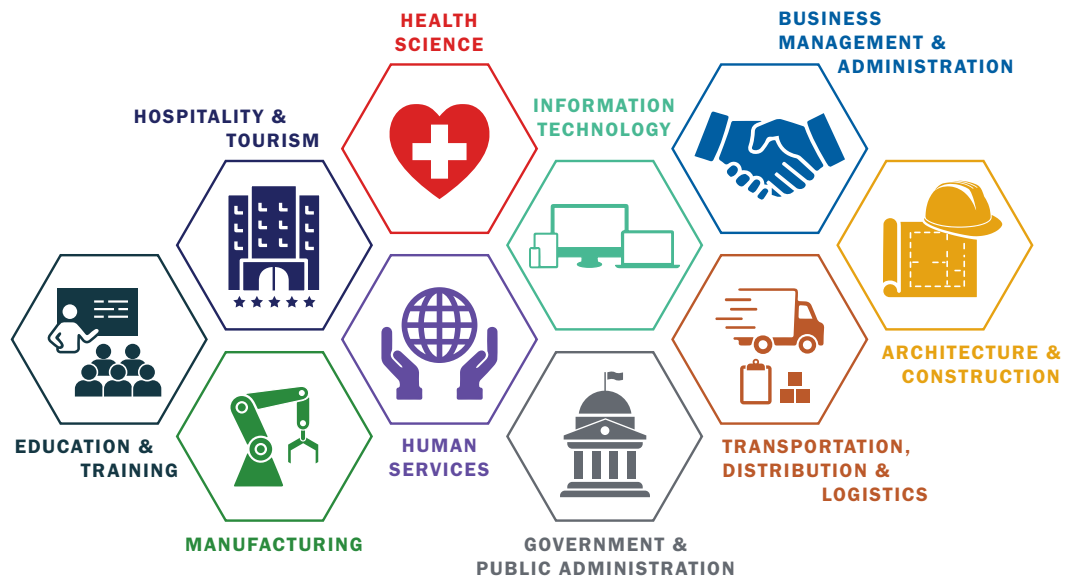
**A** Hello, Janaki. We need to file the employee travel \_\_\_\_\_ for March.  
**B** Did you say March?  
**A** Yes, March.  
**B** I can do that today. How do you want them?  
**A** Use the employee's last name. Put them in \_\_\_\_\_ order.  
**B** Okay. Can I use these file \_\_\_\_\_?  
**A** Oh, no. We have \_\_\_\_\_ files for travel receipts. Scan the receipts and make digital \_\_\_\_\_.  
**B** Okay, now I understand.

**B Practice the conversation with a partner.** Take turns.

ELPS: L.1.1, L.1.2, L.1.3, L.1.4, L.1.5, L.1.6, L.1.7, L.1.8, L.1.9, L.1.10, L.1.11, L.1.12  
GRADE: 9-12, A.1, A.2, A.3, A.4, A.5

## Career Clusters

Career clusters are groups of careers that share similar skills and interests. Students interested in specific careers can find related options that might interest them by using the clusters. The different career clusters prepare learners for careers in education, hospitality, health, IT, transportation, business administration, and more.



**Review Pages**

Allow students to review the vocabulary and grammar after every two units to confirm retention.

**Pronunciation Activities**

Give additional opportunities to practice pronunciation and promote spoken fluency.

## For teachers

When you create your teacher's account in Cambridge One, you get access to a wealth of downloadable teacher resources that will save you time and help you deliver the best experience for your students.

## Downloadable Teacher Resources

Hundreds of additional worksheets and classroom materials to support and expand on lessons in the Student's Book.

- **Multilevel Worksheets** that are designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.
- **Picture dictionary cards and Worksheets** that reinforce vocabulary learned in Levels Basic, 1, and 2.
- **Self-assessments** give students an opportunity to reflect on their learning and develop learner persistence.

- **Literacy Writing Worksheets** are available on Cambridge One of Level Basic and offer practice recognizing and forming letters and numbers.

## Presentation Plus\*

- Project or screenshare pages from the Student's Book and Workbook.
- Streamable or downloadable – your choice.
- Reveal answers to Student's Book and Workbook exercises.
- Videos with subtitles and audio can be slowed down or sped up to accommodate different proficiency levels.
- Play audio and video right off the page.

## Online Tests\*

- New self-grading unit, mid-term, and final tests save you the trouble of marking paper tests.
- Students can access tests from a computer, tablet, or a smartphone.

## Teacher's Edition and Printable Tests\*

- Teacher's Edition includes lesson plans and teaching tips.
- Printable tests in PDF and Word.

\*Presentation Plus, Tests, and the Teacher's Edition require an activation code.

# CORRELATIONS

UNIT	CASAS Competencies	CASAS Content Areas
<b>Welcome Unit</b> Pages 2–5	0.1, 0.2	<b>Reading STEPS</b> <b>High-frequency Vocabulary (Text):</b> Abbreviations; <b>Numbers:</b> Number words  <b>Listening STEPS</b> <b>Dialogue:</b> Continue the conversation; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 1</b> <b>Personal Information</b> Pages 6–19	0.1, 0.2, 2.1, 2.4, 2.5, 2.7, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.4, 7.5	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>High-frequency Vocabulary (Texts):</b> Words on forms; Abbreviations; <b>Main idea:</b> Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Number formatting; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 2</b> <b>At school</b> <b>Units 1 and 2 Review</b> Pages 20–35	0.1, 2.5, 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 6.0, 6.1, 7.1, 7.4	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 3</b> <b>Friends and family</b> Pages 36–49	0.1, 0.2, 1.4, 2.6, 2.7, 4.1, 4.4, 4.6, 6.0, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>High-frequency Vocabulary (Texts):</b> Words on forms; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 4</b> <b>Health</b> <b>Units 3 and 4 Review</b> Pages 50–65	0.1, 0.2, 2.1, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.3, 7.5	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>High-frequency Vocabulary (Texts):</b> Words on forms; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Number formatting; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words

For more details and correlations to other standards, go to: [cambridgeone.org](http://cambridgeone.org)

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	<b>ELPS:</b> L1.2, L1.10, L2.2, L2.10.
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about introductions; recognize the meaning of common words and phrases about introductions; recognize key words in a paragraph describing a student’s personal information; recognize key words in a registration form.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use possessive adjectives, subject pronouns, simple present of <i>be</i> and contractions; write sentences giving personal information.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about introductions; gather and record information about popular names.</p>	<b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.10, L2.1, L2.2, L2.5, L2.10.
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about the classroom; recognize the meaning of common words and phrases about the classroom; recognize key words in sentences describing a classroom; recognize key words in an inventory list.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use prepositions of location (<i>in, on, under</i>), <i>Where is?</i>, singular and plural nouns, Yes / No questions, <i>This / that</i> and <i>these / those</i>, contractions; write sentences about the location of items in the classroom.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about the classroom; gather and record information into a chart about school employees.</p>	<b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about friends and family; recognize the meaning of common words and phrases about friends and family; recognize key words in a paragraph describing a family birthday party; recognize key words in an insurance application form.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use present continuous, <i>Wh-</i> questions, Yes / No questions and object pronouns (<i>him, her, it, them</i>); write sentences about your own family.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about friends and family; gather and record information about people’s birthdays and send an electronic card.</p>	<b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about health problems; recognize the meaning of common words and phrases about health problems; recognize key words in a paragraph describing a sick family’s visit to the doctor’s office; recognize key words in an appointment card.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use simple present of <i>have</i>, questions with <i>have, have</i> and <i>need</i>, and contractions; write an absence note to a child’s teacher.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about health problems; gather and record information about your health and emergency information.</p>	<b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.3, L2.5, L2.8, L2.10

UNIT	CASAS Competencies	CASAS Content Areas
<b>Unit 5</b> <b>Around town</b> Pages 66–79	0.1, 0.2, 1.1, 1.3, 1.4, 1.9, 2.2, 2.5, 2.6, 4.1, 4.4, 4.6, 4.8, 5.2, 6.0, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; Symbols; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 6</b> <b>Time</b> <b>Units 5 and 6</b> <b>Review</b> Pages 80–95	0.1, 0.2, 1.1, 1.2, 2.3, 2.5, 2.6, 2.7, 4.1, 4.2, 4.3, 4.4, 4.6, 6.0, 7.1, 7.2, 8.1	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Time; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 7</b> <b>Shopping</b> Pages 96–109	0.1, 0.2, 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.6, 4.1, 4.4, 4.6, 6.0, 6.1, 6.2, 6.5, 6.6, 6.9, 7.1, 7.2, 7.5, 8.2	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Money and prices; Number words; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic
<b>Unit 8</b> <b>Work</b> <b>Units 7 and 8</b> <b>Review</b> Pages 110–125	0.1, 0.2, 1.9, 4.1, 4.4, 4.5, 4.6, 7.1, 7.2, 7.5, 8.2	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Number formatting; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic
<b>Unit 9</b> <b>Daily living</b> Pages 126–139	0.1, 0.2, 1.4, 1.7, 2.3, 4.1, 4.4, 4.6, 7.1, 7.2, 7.4, 7.5, 8.1, 8.2, 8.3	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Time; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic
<b>Unit 10</b> <b>Free time</b> <b>Units 9 and 10</b> <b>Review</b> Pages 140–155	0.1, 0.2, 2.3, 2.6, 4.1, 4.4, 4.6, 5.2, 6.0, 7.1, 7.5	<b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>High-frequency Vocabulary (Pictures):</b> Photos; <b>Main idea:</b> Identify the main topic; Identify an author’s purpose for reading (Academic Skills Worksheets); <b>Numbers:</b> Time; <b>Vocabulary:</b> Understand high-frequency words  <b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation; <b>Main idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words

For more details and correlations to other standards, go to: [cambridgeone.org](http://cambridgeone.org)

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about places and directions; recognize the meaning of common words and phrases about places and directions; recognize key words in an e-mail describing a neighborhood; recognize key words in a map.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use prepositions of location (<i>on, next to, across from, between, on the corner of</i>), <i>Where</i> questions and affirmative and negative imperatives; write a description of your neighborhood.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about places and directions; gather and record information to create a community directory.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.9, L2.10</p>
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about daily activities and time; recognize the meaning of common words and phrases about daily activities and time; recognize key words in a paragraph describing a person's schedule; recognize key words in a schedule.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use simple present tense, <i>Wh-</i> questions, prepositions of time (<i>at, in, on</i>), <i>start/end</i> and <i>open/close</i>; write a description of your schedule.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about daily activities and time; gather and record information about businesses in your town.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.9, L2.10</p>
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about food and money; recognize the meaning of common words and phrases about food and money; recognize key words in a paragraph describing a shopping trip; recognize key words in a supermarket ad and receipt.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use count/non-count nouns, <i>How many? / How much?</i>, <i>There is / There are</i>, quantifiers with non-count nouns and <i>some / any</i>; write a note about a shopping list.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about food and money; gather and record information using ads to create a grocery list.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.8, L1.9, L1.10, L2.1, L2.2, L2.5, L2.8, L2.10</p>
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about jobs and skills; recognize the meaning of common words and phrases about jobs and skills; recognize key words in a letter describing a person's job and work history; recognize key words in a job application.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use simple past of <i>be</i> (statements and questions), <i>can</i>, contractions and <i>be</i> with <i>and</i> and <i>but</i>; write a paragraph about your skills.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about jobs and skills; gather and record information about a job search.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.10</p>
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about home responsibilities; recognize the meaning of common words and phrases about home responsibilities; recognize key words in a letter describing daily events; recognize key words in a job-duties chart.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use simple past tense of irregular and regular verbs and <i>Or</i> questions; write a letter describing household chores.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about home responsibilities; gather and record information about a time-management calendar.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.10</p>
<p><b>Interpretive: (1, 6, 7, 8)</b> Identify key words in conversations and a reading about free-time activities; recognize the meaning of common words and phrases about free-time activities; recognize key words in an email and a letter describing vacation; recognize key words in a TV schedule.</p> <p><b>Productive: (3, 4, 7, 9, 10)</b> Use simple past of irregular verbs, future with <i>be going to</i> and contrasting past, present and future; write a letter describing a past and future vacation.</p> <p><b>Interactive: meaning (2, 5)</b> Participate in conversations about free-time activities; gather and record information using the internet about public parks in your area.</p>	<p><b>ELPS:</b> L1.1, L1.2, L1.3, L1.4, L1.5, L1.6, L1.9, L1.10, L2.1, L2.2, L2.5, L2.9, L2.10</p>

## Lesson A Listening

### 1 Before you listen

A Look at the picture. What do you see?

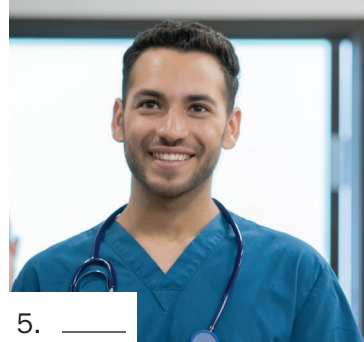
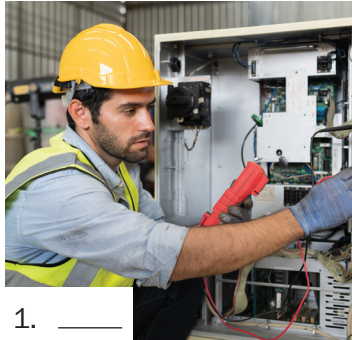
B Point to: ■ a server ■ a busperson ■ a cashier ■ a cook  
■ an electrician ■ a nurse ■ a nursing assistant ■ a construction worker



Identify common jobs    Describe skills  
Complete a job application    Read about two jobs in business

**2 Listen**

**A Listen.** Write the letter of the conversation.



**B Listen again to the conversations.** Write the years or dates you hear.

- A. from 2018 to 2023                      D. from \_\_\_\_\_ to \_\_\_\_\_  
 B. from \_\_\_\_\_ to \_\_\_\_\_                      E. in \_\_\_\_\_  
 C. from \_\_\_\_\_ to \_\_\_\_\_                      F. \_\_\_\_\_ years ago

**Listen again.** Check your answers.

**C Listen and continue the conversation.** Circle the answer.


- A.    B.    C.




**3 After you listen**

**Where do the people work?** Write the words.

busperson    cashier    doctor    nurse    receptionist    server

1. \_\_\_\_\_ *doctor* \_\_\_\_\_  
 2. \_\_\_\_\_   
 3. \_\_\_\_\_ hospital

4. \_\_\_\_\_  
 5. \_\_\_\_\_   
 6. \_\_\_\_\_ restaurant

## 1 Grammar focus: simple past of be



Watch

Use *was* with *I, he, she, and it*. Use *were* with *you, we, and they*.

QUESTIONS			ANSWERS			
<b>Were</b>	you	a student?	Yes,	I <b>was</b> .	No,	I <b>wasn't</b> . I <b>was</b> a teacher.
<b>Was</b>	he	a student?		he <b>was</b> .		he <b>wasn't</b> . He <b>was</b> a teacher.
<b>Was</b>	she	a student?		she <b>was</b> .		she <b>wasn't</b> . She <b>was</b> a teacher.
<b>Were</b>	you	students?		we <b>were</b> .		we <b>weren't</b> . We <b>were</b> teachers.
<b>Were</b>	they	students?		they <b>were</b> .		they <b>weren't</b> . They <b>were</b> teachers.

wasn't = was not | weren't = were not

## 2 Practice

A Write. Look at the pictures. Complete the sentences. Use *is, are, was, or were*.

### Job history for *Amy Cho*

2018 – present Nurse  
2013 – 2018 Teacher

1. She was a teacher before. Now she is a nurse.

### JOB APPLICATION

Jane's experience  
2021 – present Manager  
2015 – 2021 Cashier

2. She \_\_\_\_\_ a manager now.  
She \_\_\_\_\_ a cashier before.

### EMPLOYMENT HISTORY

John and Jack Violi  
2019 – present Electricians  
2017 – 2019 Students

3. They \_\_\_\_\_ students before. Now they \_\_\_\_\_ electricians.

### JOB APPLICATION FOR

Ben Liao

#### JOB HISTORY:

2019 – present Construction Worker  
2014 – 2019 Server

4. He \_\_\_\_\_ a server before. Now he \_\_\_\_\_ a construction worker.

### Employment History

#### Adam Hill

2025 – present Nursing Assistant  
2020 – 2023 Server

5. He \_\_\_\_\_ a server before. Now he \_\_\_\_\_ a nursing assistant.

### WORK EXPERIENCE FOR

Sara and Raúl Lopez

2022 – present Managers  
2016 – 2022 Cooks

6. Now they \_\_\_\_\_ managers. They \_\_\_\_\_ cooks before.

Listen and repeat.



Listen

**B Talk with a partner.** Look at the pictures. Change the **bold** words and make conversations.

1. **A** Was **she** a **teacher**?

**B** Yes, **she** was.

2. **A** Were they **receptionists**?

**B** No, they weren't. They were **nurses**.



1. a teacher?



2. receptionists?



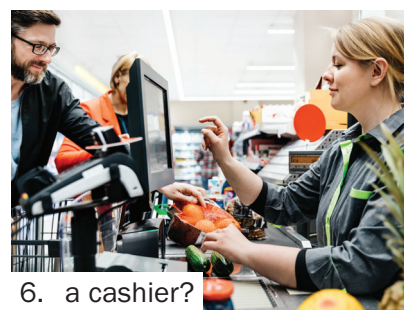
3. a server?



4. doctors?



5. a cook?



6. a cashier?

### 3 Communicate

**Talk with three classmates.** Complete the chart.

**A** Sylvia, what do you do now?

**B** Now? I'm a homemaker.

**A** Oh, really? Were you a homemaker before?

**B** No, I wasn't. I was a receptionist in a bank.



#### Useful Language

In conversation, *What do you do?* means *What's your job?* or *What's your occupation?*

Name	Job now	Job before
Sylvia	a homemaker	a receptionist

**Write two sentences about your classmates.** Use information from the chart.

*Sylvia is a homemaker now. She was a receptionist before.*

# Lesson C Can you cook?

## 1 Grammar focus: can



Use *can* + verb in base form to show the ability to do something.

STATEMENTS			QUESTIONS			ANSWERS						
I				you			I			I		
He	<b>can</b>	cook.	<b>Can</b>	he	cook?	Yes,	he	<b>can.</b>	No,	he	<b>can't.</b>	
She				she			she					
They				they			they					

can't = cannot

## 2 Practice

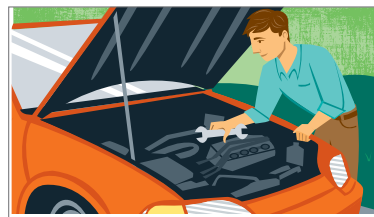
**A Write.** Complete the sentences. Use *yes*, *no*, *can*, or *can't*.



1. **A** Can she speak Spanish?  
**B** Yes, she can.



2. **A** Can he drive a truck?  
**B** No, he can't.



3. **A** \_\_\_\_\_ he fix a car?  
**B** \_\_\_\_\_, he \_\_\_\_\_.



4. **A** \_\_\_\_\_ she paint a house?  
**B** \_\_\_\_\_, she \_\_\_\_\_.



5. **A** \_\_\_\_\_ they work with computers?  
**B** \_\_\_\_\_, they \_\_\_\_\_.



6. **A** \_\_\_\_\_ you cook?  
**B** \_\_\_\_\_, I \_\_\_\_\_.



7. **A** \_\_\_\_\_ they build houses?  
**B** \_\_\_\_\_, they \_\_\_\_\_.



8. **A** \_\_\_\_\_ she read a book?  
**B** \_\_\_\_\_, she \_\_\_\_\_.



9. **A** \_\_\_\_\_ you operate on someone?  
**B** \_\_\_\_\_, I \_\_\_\_\_.



**Listen and repeat.** Then practice with a partner.

**B Write.** Look at the pictures. Complete the sentences.

build things    fix cars    paint    sell things    take care of children    take care of plants



1. A painter can \_\_\_\_\_ *paint* \_\_\_\_\_.



2. A salesperson can \_\_\_\_\_.



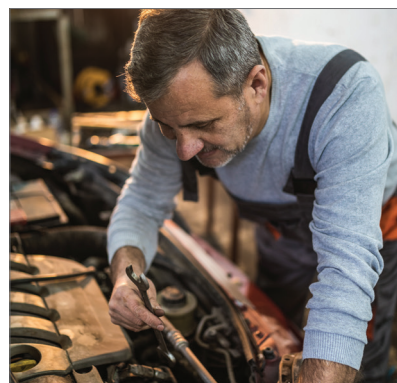
3. A carpenter can \_\_\_\_\_.



4. A gardener can \_\_\_\_\_.



5. A child-care worker can \_\_\_\_\_.



6. An auto mechanic can \_\_\_\_\_.

**Listen and repeat.**

**C Talk with a partner.** Look at the pictures in 2B. Change the **bold** words and make conversations.

- A** Hi. I'm looking for a job. Can you help me?
- B** What can you do?
- A** I'm a **painter**. I can **paint** very well.



**Listen**

### 3 Communicate

**Talk with a partner.** Ask and answer questions.

What can you do?

I can cook. I can work with computers.

## 1 Before you read

**Talk.** Mai Linh is looking for a new job. Look at the picture. Answer the questions.

- Who are the people in the picture?
- Where are they?
- What is Mai Linh's volunteer job now?



## 2 Read

**Listen and read.**

New Message

Dear Ms. Carter,

I am writing to recommend my student Mai Linh Lam.

Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 12:00 to 4:30. She takes care of senior citizens.

Mai Linh has many good skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.

Sincerely,  
Elaine Maxwell

**Valley Adult School**



Listen

### Reading tip

Verb forms can tell you if something happened in the past or is happening now. *Mai Linh was a teacher in Vietnam. She is looking for a new job.*

## 3 After you read



**A Read the sentences.** Are they correct? Circle **Yes** or **No**.

- |  |     |                                     |
|--|-----|-------------------------------------|
| 1. Elaine's email is to apply for a job. | Yes | <input checked="" type="radio"/> No |
| 2. Mai Linh volunteers in a hospital.    | Yes | No                                  |
| 3. She can write reports.                | Yes | No                                  |
| 4. She finishes work at 8:30.            | Yes | No                                  |
| 5. She is good at her job.               | Yes | No                                  |

**Write. Correct the sentences.**

- Elaine's email is to recommend someone for a job.*

**B Write.** Answer the questions about Mai Linh.

- What was Mai Linh's job before? \_\_\_\_\_
- Is Mai Linh certified? \_\_\_\_\_
- What are her work skills? \_\_\_\_\_



### Culture Note

For some jobs, you need a certificate. You have to take a test to get the certificate.

*I'm certified. = I have a certificate.*

## 4 Picture dictionary Occupations



1. housekeeper



2. \_\_\_\_\_



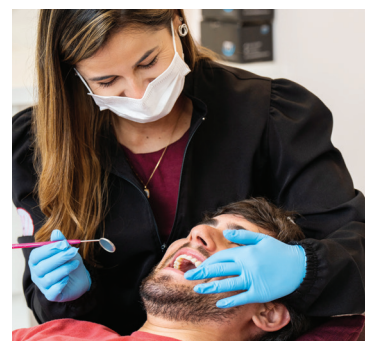
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**A Write the words in the picture dictionary.** Then listen and repeat.

custodian  
dental assistant

factory worker  
hairstylist

housekeeper  
pharmacy technician



Listen

**B Work with a partner.** Match the words in the picture dictionary with these places.

- |                    |                    |                       |       |
|--------------------|--------------------|-----------------------|-------|
| 1. a beauty salon  | <u>hairstylist</u> | 4. a hotel            | _____ |
| 2. a dental office | _____              | 5. an office building | _____ |
| 3. a factory       | _____              | 6. a pharmacy         | _____ |

**Talk with a partner.** Point to a picture in the dictionary. Ask and answer questions about the occupations.

What's her occupation?

She's a housekeeper.

Where does she work?

She works in a hotel.

**Useful Language**

occupation = job



For academic skills practice, see pages 170–171.

**ELPS:** L1.2, L1.3, L1.6, L1.10; L2.1, L2.2, L2.10  
**CASAS:** 0.1, 4.1, 4.4, 4.6, 7.1, 7.2, 7.5



Read a recommendation email; use vocabulary for occupations

## 1 Before you write

**A Write.** Check (✓) what you can do.

Skill	I can ...
1. drive	<input type="checkbox"/>
2. cook	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>
4. fix a car	<input type="checkbox"/>
5. read to children	<input type="checkbox"/>
6. pay bills	<input type="checkbox"/>
7. shop	<input type="checkbox"/>
8. read a schedule	<input type="checkbox"/>

**Talk with a partner.**

**A** What about number 1? Can you drive?



**B** Yes, I can. What about you?

**A** I can drive, too. I just got my driver's license last month.

**B Read.** Answer the questions.

**New Message**

My name is Chen. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

1. What are Chen's skills? \_\_\_\_\_  
\_\_\_\_\_
2. What can Chen do that you can do, too? \_\_\_\_\_  
\_\_\_\_\_

**2 Write**

**A Write about your occupation.** Complete the sentences.

I am a \_\_\_\_\_  
I work at \_\_\_\_\_

**B Write.** What are your skills? Make a list.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C Write a paragraph about your skills.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**3 After you write**

**A Read your paragraph to a partner.**

**B Check your partner's paragraph.**

- What are your partner's skills?
- Is the spelling correct?

 **Writing tip**

Check your spelling. Use a dictionary or spell check if necessary. Correct spelling is important in writing.

## 1 Life-skills reading

**Application for Employment**

1. Name  2. Soc. Sec. No.

3. Address

4. Phone

5. Are you 16 years or older? Yes  No  6. Position desired

**Employment History (List most recent job first.)**

Dates	Employer Name and Address	Position
7. <input type="text"/>	<input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>	<input type="text"/>

10. Important: Send a copy of your ID with this application.

**A Read the questions.** Look at the job application. Fill in the answers.

1. Where do you write the job you want?
  - A line 5
  - B line 6
  - C line 8
  - D line 10
2. The form says *List most recent job first.* Which of the following dates is the most recent?
  - A 2020–2022
  - B 2023–2025
  - C 2023–present
  - D 2017–2024
3. What do you show with your application?
  - A a credit card
  - B a photograph
  - C a driver's license
  - D a recommendation letter
4. Where do you write your phone number?
  - A line 4
  - B line 5
  - C line 8
  - D line 9

**B Solve the problem.** Which solution is best? Circle your opinion.

Chen is filling out a job application. He had two jobs before, but he can't remember the dates. What should he do?

1. Leave it blank.
2. Finish the application later.
3. Call his old employer.
4. Other: \_\_\_\_\_

## 2 Grammar connections: *be with and and but*



Watch

Use *and* to show things that are the same.  
Use *but* to show things that are different.

Sid **is** at work today, **and** he **was** at work yesterday.

Natt **is** at work today, **but** she **wasn't** at work yesterday.

Ana **isn't** at work today, **and** she **wasn't** at work yesterday.

Len and Eva **aren't** at work today, **but** they **were** at work yesterday.

**A Work with a partner.** Look at the pictures. Talk about the people. Take turns.

**A** John is at work today, and he was at work yesterday.



**B** Carmen is at work today, but she wasn't at work yesterday.



**B Talk in a group.** Talk about your classmates. Take turns.

**Mario:** I'm here today, but I wasn't here yesterday.

**Ina:** Mario is here today, but he wasn't here yesterday. I'm here today, and I was here yesterday.

**Bing:** Mario is here today, but he wasn't here yesterday. Ina is here today, and she was here yesterday. I'm here . . .



### Digital Literacy

Watch the video and practice your digital literacy skills. Go to your Digital Workbook for more practice.



Watch



## 1 Before you read

Look at the pictures.

What do you see?

## 2 Read



Listen and read.



Listen

### Jobs in business

A business sells things or gives services to people. Workers in business work for companies or have their own businesses. Here are two jobs in business.

Job	Job duties	Education
 <p>food truck vendor</p>	<ul style="list-style-type: none"> <li>- Takes orders from customers</li> <li>- Makes food</li> </ul>	No formal education
 <p>file clerk</p>	<ul style="list-style-type: none"> <li>- Works with paper and electronic files</li> <li>- Puts folders in order using numbers or the alphabet</li> </ul>	High school diploma + on-the-job training

## 3 After you read

**A Read the sentences.** Are they correct? Circle **Yes** or **No**.

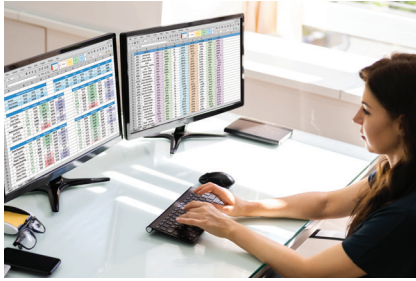
- |  |     |    |
|--|-----|----|
| 1. All workers in business have their own businesses.            | Yes | No |
| 2. Food truck vendors take orders from customers.                | Yes | No |
| 3. File clerks work with electronic files.                       | Yes | No |
| 4. Food truck vendors and file clerks need high school diplomas. | Yes | No |

**B Practice with a partner.** Ask and answer the questions.

- Who puts folders in order?
- Who makes food?
- Who takes orders from customers?
- Who needs a high school diploma?

## 4 Before you listen

Look at the pictures. What do you see?



## 5 Listen



**A Listen.** Who is talking? Circle the correct answer.

- a. a food truck vendor and a customer    b. two food truck vendors    c. two file clerks



**B Listen again.** Are the sentences correct? Circle **Yes** or **No**.

- |  |     |    |
|--|-----|----|
| 1. They are traveling.                           | Yes | No |
| 2. Janaki agrees to file the travel receipts.    | Yes | No |
| 3. They file the receipts in alphabetical order. | Yes | No |
| 4. They file the receipts in file folders.       | Yes | No |

**C Listen again.** Check your answers.



Listen

## 6 After you listen

**A Read the conversation.** Fill in the missing words.

alphabetical    electronic    files    folders    receipts

- A** Hello, Janaki. We need to file the employee travel \_\_\_\_\_ for March.
- B** Did you say *March*?
- A** Yes, March.
- B** I can do that today. How do you want them?
- A** Use the employee's last name. Put them in \_\_\_\_\_ order.
- B** Okay. Can I use these file \_\_\_\_\_?
- A** Oh, no. We have \_\_\_\_\_ files for travel receipts. Scan the receipts and make digital \_\_\_\_\_.
- B** Okay, now I understand.

**B Practice the conversation with a partner.** Take turns.

**Useful Language**

*Did you say March?*



**Learn about jobs in business**

Scan this QR code to find out more about jobs in business.



Look

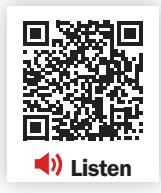




### 3 Pronunciation: the -s ending with plural nouns

**A Listen to the -s ending in these plural nouns.**

/s/	/z/	/ɪz/
cakes	tomatoes	peaches
hairstylists	electricians	nurses



**B Listen and repeat.**

/s/	/z/	/ɪz/
assistants	bananas	nurses
cooks	cashiers	oranges
students	drivers	packages
mechanics	cookies	boxes
receptionists	servers	peaches
books	teachers	sandwiches



**Talk with a partner.** Take turns. Practice the words. Make sentences with the words.

**C Listen.** Complete the chart.

- |            |            |              |
|------------|------------|--------------|
| 1. bags    | 4. dimes   | 7. desks     |
| 2. bottles | 5. pages   | 8. languages |
| 3. clerks  | 6. carrots | 9. glasses   |

/s/	/z/	/ɪz/
	<i>bags</i>	



**D Talk with a partner.** Ask and answer the question. Use correct pronunciation.

What's in your refrigerator?

There are \_\_\_\_\_.

There is \_\_\_\_\_.

4<sup>th</sup> Edition

# Ventures



1

**Workbook**

 **CAMBRIDGE**

**K. Lynn Savage**  
(Series Editor)

**Gretchen Bitterlin**  
**Dennis Johnson**  
**Donna Price**  
**Sylvia Ramirez**



**4 Listen. When did the person work? Complete the sentences.**



1.



Raphael was a busperson from January to June.

2.



Imelda was a nursing assistant from \_\_\_\_\_ to \_\_\_\_\_.

3.



Ying-che was an office worker for \_\_\_\_\_ years.

4.



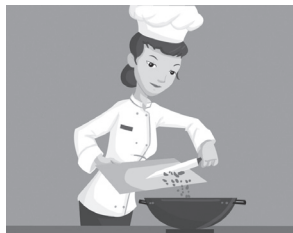
Roberto was a construction worker from \_\_\_\_\_ to \_\_\_\_\_.

5.



Luisa was a truck driver in \_\_\_\_\_.

6.



Petra was a cook from \_\_\_\_\_ to \_\_\_\_\_.

# Lesson B I was a teacher.

Study the chart on page 149.

## 1 Complete the sentences. Use *am*, *are*, *is*, *was*, or *were*.

	Job before	Job now
1.	She <u>was</u> a nurse.	She <u>is</u> a student.
2.	He _____ an office worker.	He _____ a manager.
3.	They _____ electricians.	They _____ construction workers.
4.	I _____ a teacher.	I _____ a student.
5.	She _____ a student.	She _____ a homemaker.
6.	We _____ servers.	We _____ cashiers.
7.	He _____ a nursing assistant.	He _____ a doctor.
8.	He _____ a truck driver.	He _____ a cook.

## 2 Complete the conversations. Use the correct form of *be*. Then listen.



Listen

1. **A** What does Gregory do?

**B** He works in a school.

He is a teacher.

**A** Really? \_\_\_\_\_ he a teacher before in his country?

**B** Yes, he \_\_\_\_\_.

2. **A** Where does Anita work?

**B** She works in a bank.

She \_\_\_\_\_ a manager.

**A** Really? \_\_\_\_\_ she a manager before in her country?

**B** No, she \_\_\_\_\_.

She \_\_\_\_\_ a teacher.



**3 Write questions.**

1. servers

**A** *Were they servers before?* \_\_\_\_\_**B** No, they weren't. They were office workers.

2. teacher

**A** \_\_\_\_\_**B** No, she wasn't. She was a nurse.

3. electricians

**A** \_\_\_\_\_**B** No, they weren't. They were construction workers.

4. manager

**A** \_\_\_\_\_**B** No, she wasn't. She was a teacher.

5. nurse

**A** \_\_\_\_\_**B** No, he wasn't. He was a nursing assistant.**4 Answer the questions. Use No.**

1. receptionist

**A** Was he a cashier before?**B** *No, he wasn't. He was a manager.* \_\_\_\_\_

2. server

**A** Was he a busperson before?**B** \_\_\_\_\_

3. nurse

**A** Were you a doctor before?**B** \_\_\_\_\_

4. cook

**A** Was she a homemaker before?**B** \_\_\_\_\_

5. students

**A** Were they teachers before?**B** \_\_\_\_\_

# Lesson C Can you cook?

Study the chart on page 151.

## 1 Look at the chart. Answer the questions.

	Drive a truck	Work with computers	Paint	Fix a car	Speak Spanish
Mary				✓	✓
Daniel	✓		✓	✓	
Vera		✓			✓
Brenda	✓	✓			

- Can Daniel drive a truck? Yes, he can.
- Can Brenda speak Spanish? \_\_\_\_\_
- Can Brenda and Vera paint? \_\_\_\_\_
- Can Mary and Vera speak Spanish? \_\_\_\_\_
- Can Daniel work with computers? \_\_\_\_\_
- Can Mary fix a car? \_\_\_\_\_

## 2 Read the job ads. Match the names in Exercise 1 with the jobs.

**Office worker needed.**  
Can you work with computers? Speak Spanish? Then call today!  
714-555-7797

**Part-Time driver needed.**  
Can you drive a truck?  
Can you work with computers? Must have office experience, too.  
Call Mondays  
949-555-3606

**Painter needed.** Can you paint? Drive a truck?  
We can train you on the job. Call now!  
323-555-1234

**Auto mechanic needed.**  
Can you fix a car?  
Speak Spanish? Call us!  
213-555-0602

- \_\_\_\_\_ Vera \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**3 Look at the picture. Write questions and answers.**

1. cook  
**A** Can he cook now?  
**B** No, he can't.
2. drive  
**A** \_\_\_\_\_ now?  
**B** \_\_\_\_\_
3. speak  
**A** \_\_\_\_\_ now?  
**B** \_\_\_\_\_
4. work with a computer  
**A** \_\_\_\_\_ now?  
**B** \_\_\_\_\_



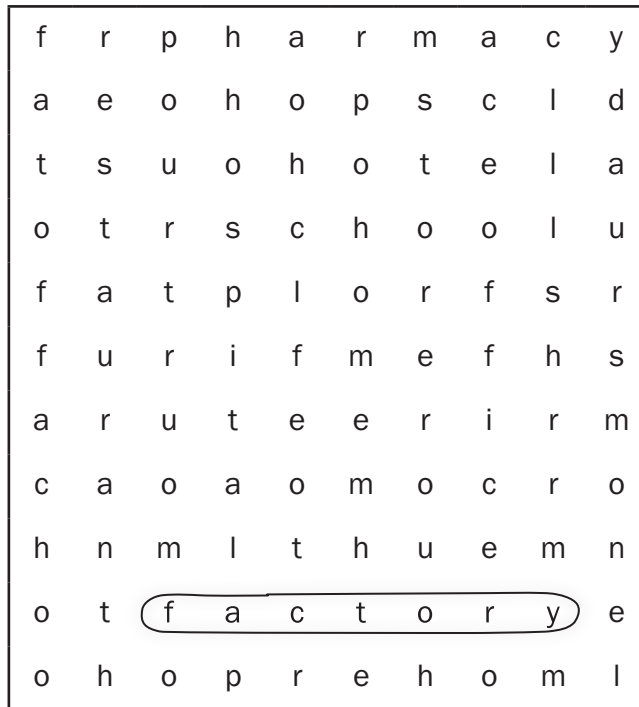
**4 Answer the questions.**

build things    fix cars    take care of children  
 drive a truck    paint    take care of plants

1. Esther is a painter. What can she do?  
She can paint.
2. Van is a child-care worker. What can he do?  
 \_\_\_\_\_
3. Toan and Mai are auto mechanics. What can they do?  
 \_\_\_\_\_
4. Abe is a truck driver. What can he do?  
 \_\_\_\_\_
5. Samuel is a gardener. What can he do?  
 \_\_\_\_\_
6. Teresa is a carpenter. What can she do?  
 \_\_\_\_\_

## 1 Find the words.

factory    hospital    office    restaurant    store  
home    hotel    pharmacy    school



## 2 Complete the sentences. Use the words from Exercise 1.

1. A housekeeper works in a hotel.
2. A pharmacy technician works in a \_\_\_\_\_.
3. A nurse works in a \_\_\_\_\_.
4. A homemaker works at \_\_\_\_\_.
5. A server works in a \_\_\_\_\_.
6. A salesperson works in a \_\_\_\_\_.
7. A factory worker works in a \_\_\_\_\_.
8. An office worker works in an \_\_\_\_\_.
9. A teacher works in a \_\_\_\_\_.



## 1 Make questions.

1. work with / computers / she / Can / ?

Can she work with computers?

2. a nurse / country / she / her / Was / in / ?

\_\_\_\_\_

3. his / Was / in / a server / he / country / ?

\_\_\_\_\_

4. a car / he / fix / Can / ?

\_\_\_\_\_

5. looking for / a job / Ana / Is / ?

\_\_\_\_\_

6. skills / are / your / What / ?

\_\_\_\_\_

## 2 Complete the conversations. Use *can*, *can't*, *is*, or *was*.

1. **A** Can she work with computers?

**B** Yes, she \_\_\_\_\_.

4. **A** \_\_\_\_\_ she an office worker now?

**B** Yes, she \_\_\_\_\_.

2. **A** \_\_\_\_\_ he a server now?

**B** No, he \_\_\_\_\_ a server in his country.

5. **A** \_\_\_\_\_ he sell things?

**B** No, he \_\_\_\_\_.

3. **A** \_\_\_\_\_ they type and write reports?

**B** No, they \_\_\_\_\_.

6. **A** \_\_\_\_\_ she a nurse before?

**B** Yes, she \_\_\_\_\_.

## 3 Correct the sentences.

I work  
wrok at the Market Street Deli. It is a  
1.

small retsaraunt in Dallas. I am a servre.  
2. 3.

I was a nebpuorsos. I can coko, too. I want to  
4. 5.

be a mangaer.  
6.



**4 Correct the sentences. Then rewrite them.**

1. Five years ago, Ana ~~is~~<sup>was</sup> a manager in her country.  
*Five years ago, Ana was a manager in her country.* \_\_\_\_\_
2. Now she was a cashier.  
 \_\_\_\_\_
3. She can using a cash register.  
 \_\_\_\_\_
4. She can count money and talks to customers.  
 \_\_\_\_\_
5. Ana and her husband likes their jobs in this country.  
 \_\_\_\_\_
6. Before they are managers. Now they has new jobs.  
 \_\_\_\_\_

**5 Read the paragraph “Tonight at Pizza Palace.” Then write about “Last Saturday at Pizza Palace.” Use was, were, wasn’t, or weren’t. Then listen.**



**Tonight at Pizza Palace**

Jim is at Pizza Palace tonight. His boss is there, too. Jim is very busy. There are many customers in the restaurant. They aren't happy because their food isn't ready. The customers are angry. They are very hungry. Jim is hungry, too. He's also tired. Jim is ready to go home!



**Last Saturday at Pizza Palace**

*Jim was at Pizza Palace last Saturday.*

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## 1 Look at the job application. Answer the questions.

Employment Application		
<b>Name</b> <i>Gloria Fuentes</i>		<b>Soc. Sec. No.</b> <i>000-99-5554</i>
<b>Address</b> <i>2733 Beech Street, Apt. 5 Miami, Florida 74354</i>		<b>Phone</b> <i>305-555-2306</i>
<b>Are you 16 years or older?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		<b>Position desired</b> <i>nursing assistant</i>
<b>Employment history</b> (List most recent job first.)		
Dates (from – to)	Employer name and address	Position
<i>2019–present</i>	<i>Manor Inn Nursing Home 645 Palm Avenue, Miami, FL</i>	<i>nursing assistant</i>
<i>2016–2019</i>	<i>Family Fun Restaurant 3566 South 45th Street, Miami, FL</i>	<i>cashier</i>
<b>Important:</b> Show your Social Security card at the time you present this application.		

- Is Gloria working now? Yes, she is.
- What is Gloria's job? \_\_\_\_\_
- Was she a nursing assistant before? \_\_\_\_\_
- Where does she work? \_\_\_\_\_
- Is she looking for a job? \_\_\_\_\_
- When was she a cashier? \_\_\_\_\_

## 2 Complete the chart.

### Skill

cleans rooms    serves food  
cuts hair        takes care of children  
sells things     works with computers

### Place of work

beauty salon     office  
day-care center    restaurant  
hotel                store

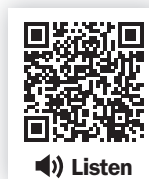
	Occupation	Skill	Place of work
1.	child-care worker	<i>takes care of children</i>	<i>day-care center</i>
2.	hairstylist		
3.	housekeeper		
4.	office worker		
5.	salesperson		
6.	server		

**3 Read each sentence. Write two more sentences.  
Use the words from Exercise 2.**

	Place	Skill
1. Gina is a housekeeper.	<u>She works in a hotel.</u>	<u>She cleans rooms.</u>
2. Kang is a server.	_____	_____
3. Raquel is a salesperson.	_____	_____
4. Tomás is an office worker.	_____	_____
5. John is a hairstylist.	_____	_____
6. Alex is a child-care worker.	_____	_____

**4 Listen and complete the sentences with *is*, *isn't*,  
*was*, or *wasn't*.**

- Carlos isn't at work today, but he was at work yesterday.
- Lara \_\_\_\_\_ at work today, and she \_\_\_\_\_ at work yesterday.
- Wei \_\_\_\_\_ at work today, but he \_\_\_\_\_ at work yesterday.
- Florence \_\_\_\_\_ at work this week, but she \_\_\_\_\_ at work last week.
- Abdi \_\_\_\_\_ at work this week, and he \_\_\_\_\_ at work last week.
- Rob \_\_\_\_\_ at work today, but he \_\_\_\_\_ at work yesterday.



Listen



## 1 Complete the sentences. Then listen and check your answers.

clerk education folders numbers takes vendor



Listen

**Tomo and Bea both have jobs in business, but their jobs are very different.**

Tomo has no formal education, but he has a business. He's a food truck \_\_\_\_\_. He sells food to customers. He \_\_\_\_\_ customers' orders. He makes the food inside his truck.

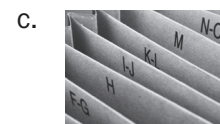


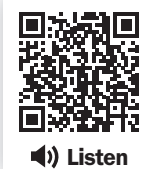
Bea works for a company. She's a file \_\_\_\_\_. She works with paper files. She works with electronic files, too. She puts \_\_\_\_\_ in order. She uses \_\_\_\_\_ or the alphabet to do this.



## 2 Match the pictures with the sentences.

- I work with paper files. a
- I put things in order using the alphabet. \_\_\_\_\_
- I put things in order using numbers. \_\_\_\_\_
- I make food. \_\_\_\_\_
- I take orders from customers. \_\_\_\_\_



**3 Listen. Circle the correct answers.**

1. The employee travel receipts are for June / July.
2. Paula **can** / **can't** work on this today.
3. She needs to put the receipts in order using **numbers** / **the alphabet**.
4. Paula needs to use **digital** / **paper** files.
5. She needs to put the files **in a paper folder** / **on a computer**.

**4 Unscramble the words. Write the sentences.**

1. July / say / you / Did / ?

*Did you say July?*

---

2. that / this afternoon / work on / can / I / .
- 

3. them / How / want / you / do / ?
- 

4. alphabetical / in / order / Put / them / .
- 

5. folders / Can / use / these / I / file / ?
- 

