

# 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>Describing skills</li> <li>Giving personal information</li> </ul>	<ul style="list-style-type: none"> <li>Talking about what classmates can do</li> <li>Asking and answering questions about personal information</li> </ul>	<ul style="list-style-type: none"> <li>Review of regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Review of <i>be</i> – present and past</li> <li>Review of present and past of regular and irregular verbs</li> </ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–19 Topic: <b>Describing people</b>	<ul style="list-style-type: none"> <li>Describing height, hair, and eyes</li> <li>Describing clothing</li> <li>Describing habitual actions</li> <li>Describing actions in the present</li> </ul>	<ul style="list-style-type: none"> <li>Describing what people look like</li> <li>Asking and describing what people are wearing</li> <li>Asking and describing what people are doing at the present time</li> <li>Asking and describing people's habitual actions</li> </ul>	<ul style="list-style-type: none"> <li>Accessories</li> <li>Adjectives of size, color, and pattern</li> </ul>	<ul style="list-style-type: none"> <li>Adjective order</li> <li>Present continuous vs. simple present</li> <li><i>and . . . too, and . . . either, and but</i></li> </ul>
<b>Unit 2</b> <b>At school</b> pages 20–33 Topic: <b>School services</b>	<ul style="list-style-type: none"> <li>Offering advice</li> <li>Describing wants</li> <li>Describing future plans</li> </ul>	<ul style="list-style-type: none"> <li>Asking and describing what people want and need</li> <li>Asking about and describing future plans</li> </ul>	<ul style="list-style-type: none"> <li>Computer terms</li> <li>Vocational courses</li> </ul>	<ul style="list-style-type: none"> <li><i>Want and need</i></li> <li>The future with <i>will, be going to</i>, and the present continuous</li> </ul>
<b>Review:</b> Units 1 and 2 pages 34–35		<ul style="list-style-type: none"> <li>Understanding a narrative</li> </ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 36–49 Topic: <b>Friends</b>	<ul style="list-style-type: none"> <li>Describing past actions</li> <li>Describing daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about past actions</li> <li>Asking and answering questions about daily habits</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a car</li> <li>Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Review of simple past with regular and irregular verbs</li> <li>Simple present vs. simple past</li> <li>Collocations with <i>make and do; play and go</i></li> </ul>
<b>Unit 4</b> <b>Health</b> pages 50–63 Topic: <b>Accidents</b>	<ul style="list-style-type: none"> <li>Identifying appropriate action after an accident</li> <li>Asking for and giving advice</li> <li>Expressing necessity</li> <li>Showing understanding</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving advice</li> <li>Clarifying meaning</li> </ul>	<ul style="list-style-type: none"> <li>Health problems</li> <li>Accidents</li> <li>Terms on medicine packaging</li> </ul>	<ul style="list-style-type: none"> <li><i>Should</i></li> <li><i>Have to + verb</i></li> <li><i>Must, must not, have to, not have to</i></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>Transportation</b>	<ul style="list-style-type: none"> <li>Identifying methods of transportation</li> <li>Describing number of times</li> <li>Describing length of time</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about train, bus, and airline schedules</li> <li>Asking and answering questions about personal transportation habits</li> <li>Describing personal habits</li> </ul>	<ul style="list-style-type: none"> <li>Train station terms</li> <li>Travel activities</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li><i>How often and How long</i> questions</li> <li>Adverbs of frequency</li> <li>The preposition <i>to</i> with movement</li> </ul>

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> <li>Reading a story about someone's family</li> </ul>	<ul style="list-style-type: none"> <li>Writing verb forms in past and present</li> </ul>	<ul style="list-style-type: none"> <li>Talking about your skills</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing key vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>Reading an email about a family member</li> <li>Scanning to find the answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about a classmate</li> <li>Using a comma after time phrases at the beginning of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Reading an order form</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 government</li> </ul>
<ul style="list-style-type: none"> <li>Reading a short essay on an application form</li> <li>Skimming for the main idea</li> </ul>	<ul style="list-style-type: none"> <li>Writing an expository paragraph about goals</li> <li>Using <i>First</i>, <i>Second</i>, and <i>Third</i> to organize ideas</li> </ul>	<ul style="list-style-type: none"> <li>Reading course descriptions</li> <li>Setting short-term goals</li> <li>Digital Literacy: Applying mouse and keyboard skills to navigate 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 education</li> </ul>
			<ul style="list-style-type: none"> <li>Recognizing and pronouncing strong syllables</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a personal journal entry</li> <li>Scanning for <i>First</i>, <i>Next</i>, and <i>Finally</i> to order events</li> </ul>	<ul style="list-style-type: none"> <li>Writing a personal journal entry about the events of a day</li> <li>Using a comma after sequence words</li> </ul>	<ul style="list-style-type: none"> <li>Reading a chart about people's phone usage and habits</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 warning label</li> <li>Understanding a bulleted list</li> </ul>	<ul style="list-style-type: none"> <li>Filling out an accident report form</li> <li>Using cursive writing for a signature</li> </ul>	<ul style="list-style-type: none"> <li>Reading medicine labels</li> <li>Understanding a warning label</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>Recognizing and emphasizing important words</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a personal letter</li> <li>Scanning for capital letters to determine names of cities and places</li> </ul>	<ul style="list-style-type: none"> <li>Writing an email about a trip</li> <li>Spelling out hours and minutes from one to ten in writing</li> </ul>	<ul style="list-style-type: none"> <li>Reading a bus schedule</li> <li>Reading a train schedule</li> <li>Reading an airline schedule</li> <li>Digital Literacy: Connecting to and using the Internet remotely</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>Timelines and major events</b>	<ul style="list-style-type: none"> <li>Describing major events in the past</li> <li>Inquiring about life events</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about major life events in the past</li> <li>Ordering events in the past</li> </ul>	<ul style="list-style-type: none"> <li>Life events</li> <li>Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>When questions and simple past</li> <li>Time phrases</li> <li>Someone, some, anyone, everyone, and no one</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>Comparison shopping</b>	<ul style="list-style-type: none"> <li>Comparing price and quality</li> <li>Comparing two things</li> <li>Comparing three or more things</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions to compare furniture, appliances, and stores</li> </ul>	<ul style="list-style-type: none"> <li>Furniture</li> <li>Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Comparatives</li> <li>Superlatives</li> <li>One, the other, some, the others</li> </ul>
<b>Unit 8</b> <b>Work</b> pages 110–123 Topic: <b>Work history and job skills</b>	<ul style="list-style-type: none"> <li>Identifying job duties</li> <li>Describing work history</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about completed actions</li> <li>Connecting ideas</li> </ul>	<ul style="list-style-type: none"> <li>Hospital terms</li> <li>Job duties</li> </ul>	<ul style="list-style-type: none"> <li>What and Where questions and simple past</li> <li>Conjunctions and, or, but</li> <li>Past and present ability with could, couldn't, can, and can't</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>Solving common problems</b>	<ul style="list-style-type: none"> <li>Asking for recommendations</li> <li>Requesting help politely</li> <li>Agreeing to a request</li> <li>Refusing a request politely</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and making recommendations</li> <li>Explaining choices</li> <li>Making polite requests</li> <li>Agreeing to and refusing requests politely</li> </ul>	<ul style="list-style-type: none"> <li>Home problems</li> <li>Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Requests with Can, Could, Will, Would</li> <li>Which questions and simple present</li> <li>Let's and let's not</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 140–153 Topic: <b>Special occasions</b>	<ul style="list-style-type: none"> <li>Making offers politely</li> <li>Responding to offers politely</li> </ul>	<ul style="list-style-type: none"> <li>Making offers politely</li> <li>Responding to offers politely</li> <li>Asking and answering questions involving direct and indirect objects</li> </ul>	<ul style="list-style-type: none"> <li>Celebrations</li> <li>Party food</li> <li>Gifts</li> </ul>	<ul style="list-style-type: none"> <li>Would you like . . . ?</li> <li>Direct and indirect objects</li> <li>There is / there are and there was / there were</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</b>	pages 156–175
<b>Audio script</b>	pages 176–185
<b>Acknowledgments</b>	pages 186–187

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> <li>Reading a magazine interview</li> <li>Skimming interview questions to determine the focus</li> </ul>	<ul style="list-style-type: none"> <li>Writing a narrative paragraph about important life events</li> <li>Using a comma after a time phrase at the beginning of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Reading an application for a marriage license</li> <li>Describing important life events in sequence</li> <li>Digital Literacy: Using keyboard skills to complete an online form</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>Pronouncing intonation in questions</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a short newspaper article</li> <li>Guessing the meaning of new words from other words nearby</li> </ul>	<ul style="list-style-type: none"> <li>Writing a descriptive paragraph about a gift</li> <li>Using <i>because</i> to answer <i>Why</i> and to give a reason</li> </ul>	<ul style="list-style-type: none"> <li>Reading a sales receipt</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 of recommendation</li> <li>Scanning text for names and dates</li> </ul>	<ul style="list-style-type: none"> <li>Writing a summary paragraph about employment history</li> <li>Capitalizing the names of businesses</li> </ul>	<ul style="list-style-type: none"> <li>Reading a timesheet</li> <li>Digital Literacy: Completing and submitting an online timesheet</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>-ed</i> ending in the simple past</li> </ul>	
<ul style="list-style-type: none"> <li>Reading a notice on a notice board</li> <li>Determining if new words are positive or negative in meaning</li> </ul>	<ul style="list-style-type: none"> <li>Writing a complaint email</li> <li>Identifying the parts of a letter</li> </ul>	<ul style="list-style-type: none"> <li>Reading a customer invoice for service and repairs</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 a first-person narrative paragraph about a party</li> <li>Looking for examples of the main idea while reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing a thank-you note for a gift</li> <li>Indenting paragraphs in an informal note</li> </ul>	<ul style="list-style-type: none"> <li>Reading a formal invitation to a party</li> <li>Digital Literacy: Installing email and creating an account 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>-s</i> ending in the simple present</li> </ul>	

# UNIT TOUR

## The Most Complete Course for Student Success

- Aligned to the 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 goals of each unit.

## UNIT 8 WORK

### Lesson A Listening

**1 Before you listen**

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

**B** Point to: a lab ■ linens ■ a patient ■ a walker ■ supplies ■ co-workers ■ an orderly ■ a wheelchair

**C** Look at these people. What are they doing?



### UNIT GOALS

Describe job duties Describe past activities Interpret information on a weekly time sheet Read about two jobs in business

**2 Listen**

**A Listen.** What is Marco talking about? Write the letter of the conversation.





1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**B Listen again.** Write T (true) or F (false).

**Conversation A**

- Marco picked up X-rays this morning. \_\_\_\_\_
- Marco delivered linens to the third floor. \_\_\_\_\_
- Marco needs to prepare rooms on the second floor. \_\_\_\_\_

**Conversation B**

- John is tired. \_\_\_\_\_
- John likes the night shift. \_\_\_\_\_
- Marco wants to go back to school. \_\_\_\_\_

**Conversation C**

- Suzanne works in human resources. \_\_\_\_\_
- Marco wants to be a nurse. \_\_\_\_\_
- Marco wants to work full time. \_\_\_\_\_

**Listen again.** Check your answers. Correct the false statements.

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

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_

**3 After you listen**

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

- Do you have a job? What do you do?
- Did you have a job before? What did you do?
- What job do you want in the future?

L2.1, L2.2, L3.1, L3.2  
S.0.1, 0.2, 4.1, 4.4, 7.1, 7.5

Listen for and identify job duties **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](http://cambridgeone.org)
- Play from the Ventures Arcade audio page: [cambridge.org/venturesarcade](http://cambridge.org/venturesarcade)

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

Ensures 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 Where did you go last night?

**1 Grammar focus: What and Where questions and simple past**

Use what to ask about activities. Use where to ask about location.

QUESTIONS	ANSWERS
What did you do yesterday?	I worked.
Where did you go last night?	I went to a meeting.

**Regular verbs**  
 clean → cleaned  
 deliver → delivered  
 help → helped  
 pick up → picked up  
 prepare → prepared

**Irregular verbs**  
 go → went  
 make → made  
 meet → met  
 take → took

**2 Practice**

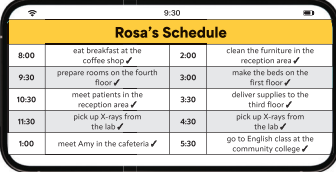
A Write. Complete the conversations. Use What or Where and the simple past.

- A: **What** did Linda do after breakfast?  
 B: She **made** the beds.
- A: **Where** did Brenda and Leo do this morning?  
 B: They **picked up** patients in the reception area.
- A: **What** did Trevor do this morning?  
 B: He **delivered** X-rays.
- A: **Where** did Jill and Brad take the linens?  
 B: They **took** the linens to the second floor.
- A: **What** did Felix do yesterday?  
 B: He **met** patients with their walkers and wheelchairs.
- A: **Where** did Juan and Ivana go after work?  
 B: They **got** to the coffee shop across the street.
- A: **What** did Marco do after lunch?  
 B: He **prepared** the rooms on the second floor.
- A: **Where** did Suzanne meet Marco?  
 B: She **met** him in her office.

Listen and repeat. Then practice with a partner.

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

A: Where did Rosa go at 8:00?  
 B: She went to the coffee shop.  
 C: What did she do there?  
 D: She ate breakfast.



**3 Communicate**

Talk with a partner. Ask questions. Write your partner's answers in the chart.

A: Rachel, where did you go last weekend?  
 B: I went to the mall.  
 A: What did you do?  
 B: I ate lunch and went shopping.  
 A: Did you have fun?  
 B: Yes, I did.

Where?	What?
last weekend	the mall
last Monday	ate lunch and went shopping
this morning	
last summer	
last night	

#### Lesson C I work on Saturdays and Sundays.

**1 Grammar focus: conjunctions and, or, but**

Use and, or, or but to connect words, phrases, and sentences. Use and to connect similar ideas. Use or to connect choices. Use but to connect different ideas.

STATEMENTS	CONNECTIONS
I work on Saturdays. I also work on Sundays.	I work on Saturdays and Sundays.
Sometimes he works on Saturdays. Sometimes he works on Sundays.	He works on Saturdays or Sundays.
She works on Saturdays. She doesn't work on Sundays.	She works on Saturdays, but she doesn't work on Sundays.

**2 Practice**

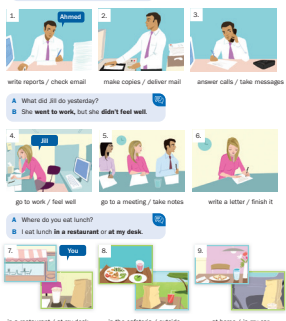
A Write. Combine the sentences. Use and, or, or but.

- Sometimes Irene eats Chinese food for lunch. Sometimes she eats Mexican food for lunch. **Irene eats Chinese or Mexican food for lunch.**
- Tito works the day shift. Tito also works the night shift.
- Marco had an interview. He didn't get the job.
- Erica likes her co-workers. She doesn't like her schedule.
- Brian takes care of his children. He also takes care of his grandmother.
- Carl cleaned the carpets. He didn't make the beds.
- Sometimes Kate works in Austin. Sometimes she works in Houston.
- Ilya speaks Russian at home. He also speaks Russian at work.

Listen and repeat. Check your answers.

**B Talk with a partner.** Change the bold words and make conversations. Use and, but, or.

A: What did Ahmed do this morning?  
 B: He wrote reports and checked email.



**3 Communicate**

Talk with a partner. Make statements with and, or, or but.

Last night, I washed my car and did my homework. What about you?  
 Last night, I washed my car, but I didn't wash my car.

## Reading

- Uses a three-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.

## Reading tips

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

## Writing

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

## Picture dictionary

Expands unit vocabulary and practices pronunciation for deeper understanding of the topic.

### Lesson D Reading

**1 Before you read**  
Look at the picture. Answer the questions.  
1. Who are these people?  
2. What are they doing?

**2 Read**  
Read the recommendation email. Listen and read again.

New Message

Dear Mr. O'Hara,  
I am happy to write this recommendation for Marco Alba. Marco started working here at Valley Hospital as an orderly in 2023. He takes patients from their rooms to the lab, delivers X-rays, and takes flowers and mail to patients. He also delivers linens and supplies. He is an excellent worker, and his co-workers like him very much.  
We are sorry to lose Marco. He wants to go to school and needs to work part time, but we don't have a part-time job for him right now. I recommend Marco very highly. Please contact me for more information.  
Sincerely,  
Suzanne Briggs  
Human Resources Assistant

**11 Reading tip**  
Look through the text quickly for specific information, like names and dates.  
Marco Alba 2023

**Culture Note**  
Teachers and employers often write recommendation letters or emails to help you get a job or get into a school.

**3 After you read**  
**2 Write.** Answer the questions about the email. Write complete sentences.  
1. When did Marco start his job at Valley Hospital? He started his job in 2023.  
2. What is the email about?  
3. What does Marco do at the hospital?  
4. Why is Marco leaving?  
5. Who wrote the email?  
6. Which word in the email means a positive comment about a person?  
7. Mr. O'Hara has a question about Marco. Who should he ask?

### 4 Picture dictionary Job duties

1. help the nurses      2.      3.

4.      5.      6.

7.      8.      9.

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

assist the doctor	handle money	prepare food
assist the pharmacist	help the nurses	repair cars
clear tables	operate large machines	take care of a family

**B Talk with a partner.** Match the pictures with the jobs.

a busperson	a cook	a pharmacy technician
a cashier	a homemaker	an auto technician
a construction worker	a medical assistant	an orderly

He repairs cars.      He's an auto mechanic.

For academic skills practice, see pages 170-171.  
ELPS: L2.1, L2.2, L2.6, L2.8, L2.10, L3.1, L3.2, L3.3, L3.4, L3.5, L3.6, L3.7, L3.8, L3.9, L3.10  
CASAS: 9.2, 4.1, 4.8, 7.1, 7.9      Identify the main idea and key details in a recommendation email; use vocabulary for job duties      **UNIT 8** 117

## Academic Skills Worksheets

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

## Speaking practice

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

### Lesson E Writing

**1 Before you write**

**A Talk with a partner.** Ask and answer the questions.  
1. What are some of your duties at home?  
2. What are some of your duties at your job?  
3. What were some of your duties at your last job?

**B Read Marco's employment history.** Complete the sentences. Use the correct form of the verb.

Employment History: Marco Alba

Marco Alba is an orderly. He works at Valley Hospital. He started in 2023. He has many duties. He takes patients from their rooms to the lab. He delivers X-rays, linens, and supplies. He also delivers flowers and mail to patients.  
From 2018 to 2023, Marco worked at Sam's Soup and Sandwich Shop. He was a busperson. He cleaned the floor and washed dirty dishes. From 2015 to 2018, he worked at Fratelli's Construction Company. He was a construction worker. He makes repairs on houses and operates large machines.

**C Write Marco's job duties now and in the past.**

Now	In the past
1. He takes patients from their rooms to the lab.	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

**D Write.** Answer the questions about yourself. Complete the side that is true about you.

Do you have a job? Yes?	Do you have a job? No?
Answer these questions. 1. What is your job? _____	Answer these questions. 1. Where do you study? _____
2. Where do you work? _____	2. What do you study at school? _____
3. What are your duties? _____	3. Did you have a job before? What jobs did you have? _____
4. Did you have a job before? What jobs did you have? _____	4. Where did you work? _____
5. Where did you work? _____	5. What were your duties? _____
6. What were your duties? _____	

**2 Write**  
Write two paragraphs about your employment history. In the first paragraph, write about the present. In the second paragraph, write about the past. Use Exercises 1B and 1D to help you.

**3 After you write**

**A Read your employment history to a partner.**

**B Check your partner's employment history.**

- What are the jobs?
- What are the duties?

## 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**

**LARA'S DISCOUNT STORE — WEEKLY TIMESHEET**

Employee: Lara da Silva Employee ID Number: 531 Rate: \$18.00/hour

DAY	DATE	TIME IN	TIME OUT	TIME IN	TIME OUT	HOURS
Monday	8/7	9:00 a.m.	12:00 p.m.	1:00 p.m.	4:00 p.m.	6
Tuesday	8/8	8:30 a.m.	12:30 p.m.	1:30 p.m.	5:30 p.m.	8
Wednesday	8/9	9:00 a.m.	2:00 p.m.	3:00 p.m.	7:00 p.m.	9
Thursday	8/10	7:30 a.m.	12:30 p.m.	1:30 p.m.	3:30 p.m.	7
Friday	8/11	9:00 a.m.	12:00 p.m.	1:00 p.m.	5:00 p.m.	7
<b>TOTAL HOURS</b>						<b>37</b>

I have worked these hours. I understand that false information will result in my termination with the company.

Employee's signature: Lara da Silva Date: 8/14/25  
 Supervisor's signature: Helen Wilson Date: 8/14/25

**A Read the sentences.** Look at the timesheet. Fill in the answers.

- What is Lara's hourly rate?  
 (A) 9:00 to 5:00  
 (B) 8 hours  
 (C) \$18  
 (D) \$37
- What time did Lara start work on Tuesday?  
 (A) at 7:30 a.m.  
 (B) at 8:30 a.m.  
 (C) at 9:00 a.m.  
 (D) at 9:30 a.m.
- Which statement is true?  
 (A) Lara left work at 4:00 on Thursday.  
 (B) Lara started work at 12:00 on Tuesday.  
 (C) Lara started work at 8:30 on Tuesday.  
 (D) Lara worked for 8 hours on Friday.
- The word termination means \_\_\_\_\_.  
 (A) when an employee takes a vacation  
 (B) when an employee's hourly rate increases  
 (C) when an employee starts working for a company  
 (D) when an employee stops working for a company

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

Lara worked for 37 hours last week, but the company only paid her for 35 hours. What should she do?

- Call the manager.
- Wait until next month to see if the two hours are on the check.
- Nothing.
- Other: \_\_\_\_\_

**2 Grammar connections: could / couldn't and can / can't (past and present ability)**

Use **can** and **can't** to talk about ability to do something in the present. Use **could** and **couldn't** to talk about ability to do something in the past.

PAST	PRESENT
I <b>could</b> dance as a child.	I <b>can</b> dance now.
I <b>could</b> run fast as a child.	I <b>can't</b> run fast now.
I <b>couldn't</b> type fast before.	I <b>can't</b> type fast now.

**A Work with a partner.** Look at the pictures. Talk about your abilities before and now.

**A** I couldn't drive a car before, but I can drive a car now.  
**B** I could drive a car before, and I can drive a car now.

**Useful Language**  
 Last year as a child  
 two / five / ten years ago  
 a few years ago

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

Scan a timesheet for key details, contrast could / couldn't and can / can't

120 UNIT 8

## Problem-solving activity

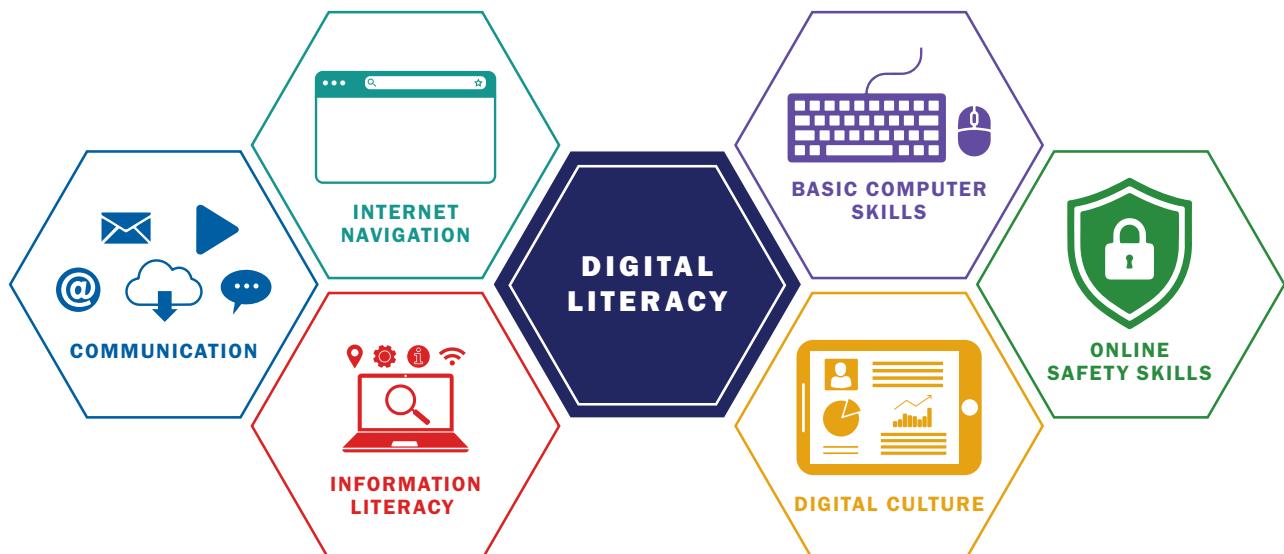
Covers critical thinking and soft skills – crucial for workplace readiness – and helps students meet WIOA requirements.

## Digital literacy

Appears in five units with practice activities in the Digital Workbook.

## 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 in five units 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.

### Lesson G Jobs in business

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

**2 Read**  
Listen and read.

**Jobs in business**  
Two business jobs are a library assistant and an office clerk. Library assistants work in a library or media center. They often work at a school or public library. They assist the librarian and help people in the library. Office clerks work in an office. They answer phones, take messages, and work on computers.

Job	Job duties	Education
 library assistant	<ul style="list-style-type: none"> <li>- Puts books on shelves</li> <li>- Helps people find books and checks them out.</li> </ul>	High school diploma or GED On-the-job training
 office clerk	<ul style="list-style-type: none"> <li>- Takes notes at meetings</li> <li>- Organizes files</li> </ul>	High school diploma or GED On-the-job training

**3 After you read**  
Write. Answer the questions.

1. What is the reading about?
2. Who takes messages for people?
3. Who puts books on shelves?
4. When does an office clerk take notes?
5. Do you think a library assistant needs to be friendly? Why or why not?

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

**5 Listen**

**A Listen.** Look at the picture. What are the two people talking about? Circle the correct answer.  
a. signing up for a class    b. using a computer    c. finding a book

**B Listen again.** Answer the questions. Circle the correct answers.

1. What does the student need?  
a. a magazine  
b. a book  
c. a computer class
2. What information does the letter give?  
a. the class the book is for  
b. which library the book is in  
c. the section in the library the book is in

**C Check your answers with a partner.**

**6 After you listen**

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

book    find    help    letter    need    number    title

Student: Could you help me, please?  
Library assistant: Sure. What do you \_\_\_\_\_?  
Student: I'm looking for a \_\_\_\_\_ for my class.  
Library assistant: OK. Do you know the \_\_\_\_\_?  
Student: Yes.  
Library assistant: Good. Type it here, please.  
Student: OK. ... here it is. Where can I \_\_\_\_\_ it in the library?  
Library assistant: This \_\_\_\_\_ shows you what section it is in. Then look for this \_\_\_\_\_ on the book.  
Student: Great. Thank you.  
Library assistant: You're welcome. Come with me. I can \_\_\_\_\_ you find it.

**B Listen again.** Check your answers.

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

**D Talk with a partner.** Would you like to be a library assistant? Why or why not?

**Useful Language**  
Thank you = Thanks

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

ELPS L.2.1, L.2.2, L.2.30, L.3.1, L.3.2, L.3.10  
CASH: 0.3, 1.1, 4.4, 4.6, 4.9

- Introduces a conversation on the job using key vocabulary related to the job.
- Practices language from the conversation through a communicative activity with a partner.

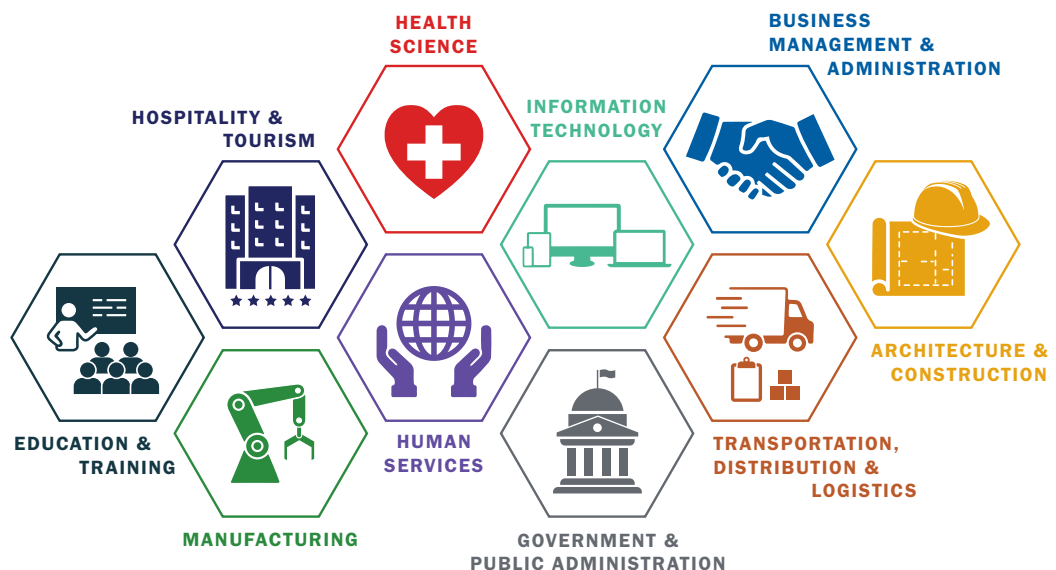
### Extension

Links to various sources for additional career information to extend the lesson.

## 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**
**UNITS 7 & 8**

**1 Listening**

Read the questions. Then listen and circle the answers.

- What does Yuri do?
  - He's a salesperson.
  - He's a manager.
- Why did the Chans want a new sofa?
  - Their sofa wasn't clean.
  - Their sofa wasn't comfortable.
- Which sofa was cheaper?
  - the first sofa
  - the second sofa
- Why did they like the second sofa?
  - It was bigger and more comfortable.
  - It was nicer and more expensive.
- What did Mr. and Mrs. Chan buy?
  - a sofa and two lamps
  - a sofa and an entertainment center
- Where did Yuri go after work?
  - to a supermarket
  - to a restaurant

Talk with a partner. Ask and answer the questions. Use complete sentences.

**SA'S LAST JOB**

ed \_\_\_\_\_ the day shift at the Hometown Hotel. First, \_\_\_\_\_ the \_\_\_\_\_ y room at 8:00 a.m. Next, she \_\_\_\_\_ 3. take \_\_\_\_\_ the beds. After that, she \_\_\_\_\_ 4. make \_\_\_\_\_ dirty linens. Vanessa's job \_\_\_\_\_ 6. pick up \_\_\_\_\_ easy, but she liked it because she \_\_\_\_\_ 8. meet \_\_\_\_\_ a lot of \_\_\_\_\_ 7. met / be \_\_\_\_\_ nice people.

**B Write.** Look at the answers. Write the questions.

- A Where \_\_\_\_\_ did Vanessa work last year? \_\_\_\_\_  
 B Vanessa worked at the Hometown Hotel last year.
- A What shift \_\_\_\_\_?  
 B She worked the day shift.
- A When \_\_\_\_\_?  
 B She went to the supply room at 8:00 a.m.
- A Where \_\_\_\_\_?  
 B She took her cart to the third floor.

Talk with a partner. Ask and answer the questions.

**3 Pronunciation: the -ed ending in regular simple past verbs**

A Listen to the -ed endings in these simple past verbs.

/d/	/t/	/ɪd/
used	helped	worried
She used the new machine.	He helped the nurses.	They worried to make the beds.
delivered	worked	assisted
You delivered the mail.	He worked on the weekends.	She assisted the patient.

B Listen and repeat.

/d/	/t/	/ɪd/
repaired	picked	needed
prepared	cooked	started
played	walked	visited

C Listen and check (✓) the correct column.

	/d/	/t/	/ɪd/		/d/	/t/	/ɪd/
1. cleaned	✓			5. pushed			
2. operated				6. checked			
3. finished				7. answered			
4. handled				8. reported			

D Write six regular verbs from Units 7 and 8 in the simple past. Check (✓) the correct column.

	/d/	/t/	/ɪd/		/d/	/t/	/ɪd/
1.				4.			
2.				5.			
3.				6.			

Talk with a partner. Make a sentence with each verb. Take turns.

## Review pages

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

## Pronunciation activities

Gives 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 multi-level 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 at in Levels Basic, 1 and 2.
- **Self-assessments** give students an opportunity to reflect on their learning and develop learner persistence.

## 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.
- Interleaved pages from the Student's Book provide answers to all textbook exercises.

\*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, 2.7	<b>Reading STEPS</b> <b>Vocabulary:</b> Understand high- frequency words  <b>Listening STEPS</b> <b>Dialogue:</b> Continue the conversation
<b>Unit 1 Personal Information</b> Pages 6–19	0.1, 0.2, 1.1, 1.2, 1.3, 1.6, 2.4, 2.6, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.4, 7.5, 8.1	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 2 At school + Unit 1 and 2 Review</b> Pages 20–35	0.1, 0.2, 1.2, 1.9, 2.3, 2.5, 4.1, 4.4, 4.6, 4.8, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Main Idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand academic vocabulary / Understand high-frequency words
<b>Unit 3 Friends and family</b> Pages 36–49	0.1, 0.2, 1.2, 1.5, 2.1, 2.6, 4.1, 4.4, 4.6, 4.8, 6.0, 6.1, 6.2, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Main Idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 4 Health + Unit 3 and 4 Review</b> Pages 50–65	0.1, 0.2, 1.2, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3, 4.4, 4.6, 4.8, 7.1, 7.2, 7.3, 7.4	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 5 Around town</b> Pages 66–79	0.1, 0.2, 2.2, 2.3, 4.1, 4.4, 4.6, 4.8, 6.0, 6.1, 6.6, 7.1, 7.4	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Vocabulary:</b> Understand high-frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	<b>ELPS:</b> L2.2, L2.10, L3.2, L3.10
<p><b>Interpretive</b> Identify the main topic and key details in conversations about what people look like; identify the main topic and key details in a reading about a family member; determine the meaning of common words and phrases related to describing people; determine the main idea and key details on an order form.</p> <p><b>Productive</b> Compose a short paragraph about a classmate; use <i>adjective order</i>, <i>and...too</i>, <i>and...either</i>, and <i>but</i>, and compare <i>present continuous</i> with <i>simple present</i>; deliver a short oral presentation on findings from the Internet about an online clothing store.</p> <p><b>Interactive</b> Participate in conversations about describing people; gather and record information from the Internet about an online clothing store.</p>	<b>ELPS:</b> L2.1, L2.2, L2.8, L2.10, L3.1, L3.2, L3.3, L3.5, 3.8, L3.10
<p><b>Interpretive</b> Identify the main topic and key details in conversations about what people want and need; identify the main topic and key details in an application form; determine the meaning of common words and phrases related to school services; determine the main idea and key details in a course description.</p> <p><b>Productive</b> Compose a short expository paragraph about goals; use <i>want</i> and <i>need</i> and the <i>future</i> with <i>will</i>, <i>be going to</i>, and the <i>present continuous</i>; use <i>first</i>, <i>second</i> and <i>third</i> person to organize ideas; deliver a short oral presentation on findings from interviews about three jobs.</p> <p><b>Interactive</b> Participate in conversations about school services; gather and record information from interviews about three jobs.</p>	<b>ELPS:</b> L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L3.10
<p><b>Interpretive</b> Identify the main topic and key details in conversations about past actions and daily habits; identify the main topic and key details in a personal journal entry; determine the meaning of common words and phrases related to friends; determine the main idea and key details on a cell phone calling-plan brochure.</p> <p><b>Productive</b> Compose a short personal journal entry about the events of a day; use <i>collocations</i> with <i>make</i> and <i>do</i>; <i>play and go</i>, and review <i>simple past</i> with <i>regular</i> and <i>irregular verbs</i>; use words like <i>first</i>, <i>next</i>, and <i>finally</i> to tell the order of events; deliver a short oral presentation on findings from Internet about weekend activities in your city.</p> <p><b>Interactive</b> Participate in conversations about friends; gather and record information from the Internet about weekend activities in your city.</p>	<b>ELPS:</b> L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L3.10
<p><b>Interpretive</b> Identify the main topic and key details in conversations about asking for and giving advice; identify the main topic and key details in a warning label; determine the meaning of common words and phrases related to accidents; determine the main idea and key details on a medicine label.</p> <p><b>Productive</b> Fill out an accident report form; use <i>should</i>, <i>have to + verb</i>, <i>must</i>, <i>must not</i>, <i>have to</i>, and <i>not have to</i>; deliver a short oral presentation on findings from medication from your medicine cabinet.</p> <p><b>Interactive</b> Participate in conversations about accidents; gather and record information from your medicine cabinet.</p>	<b>ELPS:</b> L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.9, L3.10
<p><b>Interpretive</b> Identify the main topic and key details in conversations about transportation schedules and personal transportation habits; identify the main topic and key details in a personal letter; determine the meaning of common words and phrases related to transportation; determine the main idea and key details on a bus, train, and airline schedule.</p> <p><b>Productive</b> Compose a short personal letter about a trip; use <i>how long/how often</i> questions, <i>adverbs of frequency</i>, and <i>prepositions</i>; deliver a short oral presentation on findings from the Internet about a trip you planned.</p> <p><b>Interactive</b> Participate in conversations about transportation; gather and record information from the Internet to plan a trip.</p>	<b>ELPS:</b> L2.1, L2.2, L2.3, L2.10, L3.1, L3.2, L3.3, L3.5, L3.10

UNIT	CASAS Competencies	CASAS Content Areas
<b>Unit 6</b> <b>Time + Unit 5 and 6 Review</b> Pages 80–95	0.1, 0.2, 2.2, 2.3, 2.7, 4.1, 4.4, 4.6, 4.8, 5.3, 6.0, 7.1, 7.2, 7.4, 7.5	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <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, 1.4, 1.6, 4.1, 4.4, 4.6, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5, 8.1	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Inference:</b> Infer/Draw conclusions; <b>Main Idea:</b> Identify the main topic; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 8</b> <b>Work + Unit 7 and 8 Review</b> Pages 110–125	0.1, 0.2, 1.1, 1.3, 2.3, 4.1, 4.4, 4.5, 4.6, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 9</b> <b>Daily living</b> Pages 126–139	0.1, 0.2, 1.1, 1.4, 1.5, 1.6, 1.7, 4.1, 4.4, 4.6, 4.8, 6.0, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3	<b>Listening STEPS</b> <b>Details:</b> Retell key details; <b>Dialogue:</b> Continue the conversation  <b>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Main Idea:</b> Identify the main topic / Identify an author's purpose; <b>Vocabulary:</b> Understand high-frequency words
<b>Unit 10</b> <b>Free time + Unit 9 and 10 Review</b> Pages 140–155	0.1, 0.2, 2.3, 2.6, 2.7, 4.1, 4.4, 4.6, 4.8, 7.1, 7.2, 7.4, 7.5	<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>Reading STEPS</b> <b>Details:</b> Retell key details; <b>Main Idea:</b> Identify the main topic / Identify an author's purpose; <b>Vocabulary:</b> Understand high-frequency words

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

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
<p><b>Interpretive</b> Identify the main topic and key details in conversations about major life events in the past; identify the main topic and key details in a magazine interview; determine the meaning of common words and phrases related to timelines and events; determine the main idea and key details on an application for a marriage license.</p> <p><b>Productive</b> Compose a short narrative paragraph about important life events; use <i>when</i> questions and <i>simple past, time phrases, someone, some, anyone, everyone, and no one</i>; use a <i>comma</i> after a <i>time phrase</i> at the beginning of a sentence; deliver a short oral presentation on findings from an interview about important life events</p> <p><b>Interactive</b> Participate in conversations about timelines and major events; gather and record information from an interview about important life events.</p>	<p><b>ELPS:</b> L2.1, L2.2, L2.8, L2.9, L2.10, L3.1, L3.2, L3.5, L3.8, L3.9, L3.10</p>
<p><b>Interpretive</b> Identify the main topic and key details about furniture, appliances, and stores; identify the main topic and key details in a newspaper article; determine the meaning of common words and phrases related to comparison shopping; determine the main idea and key details on a sales receipt.</p> <p><b>Productive</b> Compose a short descriptive paragraph about a gift; use <i>comparatives, superlatives, one, the other, some, and the others</i>; use <i>because</i> to answer <i>why</i> and to <i>give</i> a reason; deliver a short oral presentation on a picture you created of a room in your house.</p> <p><b>Interactive</b> Participate in conversations about comparison shopping; gather and record information from a room in your home.</p>	<p><b>ELPS:</b> L2.1, L2.2, L2.3, L2.8, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.10</p>
<p><b>Interpretive</b> Identify the main topic and key details in conversations about completed actions; identify the main topic and key details in a letter of recommendation; determine the meaning of common words and phrases related to work history and job skills; determine the main idea and key details on a timesheet.</p> <p><b>Productive</b> Compose a short summary paragraph about employment history; use <i>what are/where</i> questions, <i>simple past, conjunctions</i> (and, or but), and <i>past</i> and <i>present</i> with <i>could, couldn't, can, and can't</i>; deliver a short oral presentation on findings from the Internet about a job application.</p> <p><b>Interactive</b> Participate in conversations about work history and job skills; gather and record information from the Internet about a job application.</p>	<p><b>ELPS:</b> L2.1, L2.2, L2.3, L2.8, L2.10, L3.1, L3.2, L3.3, L3.5, L3.8, L3.10</p>
<p><b>Interpretive</b> Identify the main topic and key details in conversations about recommendations, choices, and polite requests; identify the main topic and key details in a notice on a notice board; determine the meaning of common words and phrases related to solving common problems; determine the main idea and key details on a customer invoice for service and repairs.</p> <p><b>Productive</b> Compose a letter of complaint; use requests with <i>can, could, will, would, which</i> questions with <i>simple present, and let's</i>; deliver a short oral presentation on findings from interviews about home repairs.</p> <p><b>Interactive</b> Participate in conversations about solving common problems; gather and record information from interviews about home repairs.</p>	<p><b>ELPS:</b> L2.1, L2.2, L2.4, L2.6, L2.8, L2.10, L3.1, L3.2, L3.4, L3.5, L3.6, L3.8, L3.10</p>
<p><b>Interpretive</b> Identify the main topic and key details in conversations about making polite offers and responding to offers politely; identify the main topic and key details in a first-person narrative paragraph about a party; determine the meaning of common words and phrases related to special occasions; determine the main idea and key details on a formal invitation to a party.</p> <p><b>Productive</b> Compose a thank-you note for a gift; use <i>would you like..., direct and indirect objects, there is/there are, and there was/there were</i>; deliver a short oral presentation about holidays and celebrations.</p> <p><b>Interactive</b> Participate in conversations about special occasions; gather and record information from the Internet about holidays and celebrations.</p>	<p><b>ELPS:</b> L2.1, L2.2, L2.7, L2.8, L2.10, L3.1, L3.2, L3.5, L3.7, L3.8, L3.10</p>

# UNIT 8

# WORK

## Lesson A Listening

### 1 Before you listen

- A Look at the picture.** What do you see?
- B Point to:** ■ a lab ■ linens ■ a patient ■ a walker ■ supplies  
■ co-workers ■ an orderly ■ a wheelchair
- C Look at these people.** What are they doing?



**2 Listen**



**A Listen.** What is Marco talking about? Write the letter of the conversation.



1. \_\_\_\_\_



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



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



**B Listen again.** Write **T** (true) or **F** (false).

**Conversation A**

- 1. Marco picked up X-rays this morning. \_ T \_
- 2. Marco delivered linens to the third floor. \_\_\_\_\_
- 3. Marco needs to prepare rooms on the second floor. \_\_\_\_\_

**Conversation B**

- 4. John is tired. \_\_\_\_\_
- 5. John likes the night shift. \_\_\_\_\_
- 6. Marco wants to go back to school. \_\_\_\_\_

**Conversation C**

- 7. Suzanne works in human resources. \_\_\_\_\_
- 8. Marco wants to be a nurse. \_\_\_\_\_
- 9. Marco wants to work full time. \_\_\_\_\_

**Listen again.** Check your answers. Correct the false statements.



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

- A. B. C.



**Culture Note**

People who work at night work the night shift.



**3 After you listen**

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

- 1. Do you have a job? What do you do?
- 2. Did you have a job before? What did you do?
- 3. What job do you want in the future?



# Lesson B Where did you go last night?

## 1 Grammar focus: *What* and *Where* questions and simple past

Use *what* to ask about activities. Use *where* to ask about location.

QUESTIONS			ANSWERS	
<b>What did</b>	you	<b>do</b> yesterday?	I	<b>worked.</b>
	he		He	
	they		They	
<b>Where did</b>	you	<b>go</b> last night?	I	<b>went</b> to a meeting.
	she		She	
	they		They	

### Regular verbs

clean → cleaned  
 deliver → delivered  
 help → helped  
 pick up → picked up  
 prepare → prepared



Watch

### Irregular verbs

go → went  
 make → made  
 meet → met  
 take → took

## 2 Practice

**A Write.** Complete the conversations. Use *What* or *Where* and the simple past.

- A** What did Linda do after breakfast?  
**B** She made the beds.  
(make)
- A** \_\_\_\_\_ did Brenda and Leo do this morning?  
**B** They \_\_\_\_\_ patients in the reception area.  
(pick up)
- A** \_\_\_\_\_ did Trevor do this morning?  
**B** He \_\_\_\_\_ X-rays.  
(deliver)
- A** \_\_\_\_\_ did Jill and Brad take the linens?  
**B** They \_\_\_\_\_ the linens to the second floor.  
(take)
- A** \_\_\_\_\_ did Felix do yesterday?  
**B** He \_\_\_\_\_ patients with their walkers and wheelchairs.  
(help)
- A** \_\_\_\_\_ did Juan and Ivana go after work?  
**B** They \_\_\_\_\_ to the coffee shop across the street.  
(go)
- A** \_\_\_\_\_ did Marco do after lunch?  
**B** He \_\_\_\_\_ the rooms on the second floor.  
(prepare)
- A** \_\_\_\_\_ did Suzanne meet Marco?  
**B** She \_\_\_\_\_ him in her office.  
(meet)

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



Listen

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

- A** Where did Rosa go at **8:00**?
- B** She went to the **coffee shop**.
- C** What did she do there?
- D** She **ate breakfast**.

Rosa's Schedule			
8:00	eat breakfast at the coffee shop ✓	2:00	clean the furniture in the reception area ✓
9:30	prepare rooms on the fourth floor ✓	3:00	make the beds on the first floor ✓
10:30	meet patients in the reception area ✓	3:30	deliver supplies to the third floor ✓
11:30	pick up X-rays from the lab ✓	4:30	pick up X-rays from the lab ✓
1:00	meet Amy in the cafeteria ✓	5:30	go to English class at the community college ✓

### 3 Communicate

**Talk with a partner.** Ask questions. Write your partner's answers in the chart.

- A** Rachel, where did you go last weekend?
- B** I went to the mall.
- A** What did you do?
- B** I ate lunch and went shopping.
- A** Did you have fun?
- B** Yes, I did.

	Where?	What?
last weekend	<i>the mall</i>	<i>ate lunch and went shopping</i>
last Monday		
this morning		
last summer		
last night		

# Lesson C I work on Saturdays and Sundays.

## 1 Grammar focus: conjunctions *and*, *or*, *but*

Use *and*, *or*, or *but* to connect words, phrases, and sentences. Use *and* to connect similar ideas. Use *or* to connect choices. Use *but* to connect different ideas.



### STATEMENTS

I work on Saturdays. I also work on Sundays.	}	I work on Saturdays <b>and</b> Sundays.
Sometimes he works on Saturdays. Sometimes he works on Sundays.	}	He works on Saturdays <b>or</b> Sundays.
She works on Saturdays. She doesn't work on Sundays.	}	She works on Saturdays, <b>but</b> she doesn't work on Sundays.

## 2 Practice

**A Write.** Combine the sentences. Use *and*, *or*, or *but*.

1. Sometimes Irene eats Chinese food for lunch. Sometimes she eats Mexican food for lunch.

*Irene eats Chinese or Mexican food for lunch.*

2. Tito works the day shift. Tito also works the night shift.

3. Marco had an interview. He didn't get the job.

4. Erica likes her co-workers. She doesn't like her schedule.

5. Brian takes care of his children. He also takes care of his grandmother.

6. Carl cleaned the carpets. He didn't make the beds.

7. Sometimes Kate works in Austin. Sometimes she works in Houston.

8. Ilya speaks Russian at home. He also speaks Russian at work.

**Listen and repeat.** Check your answers.



**B Talk with a partner.** Change the bold words and make conversations. Use *and*, *but*, or *or*.

**A** What did Ahmed do this morning?



**B** He **wrote reports** and **checked email**.



write reports / check email



make copies / deliver mail



answer calls / take messages

**A** What did Jill do yesterday?



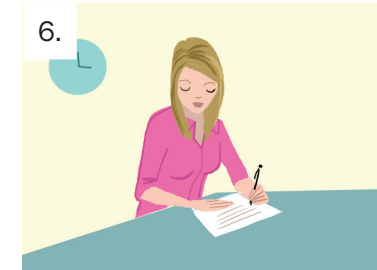
**B** She **went to work**, but she **didn't feel well**.



go to work / feel well



go to a meeting / take notes



write a letter / finish it

**A** Where do you eat lunch?



**B** I eat lunch **in a restaurant** or **at my desk**.



in a restaurant / at my desk



in the cafeteria / outside



at home / in my car

### 3 Communicate

**Talk with a partner.** Make statements with *and*, *or*, or *but*.

Last night, I watched TV and did my homework. What about you?

I did my homework, but I didn't watch TV.

## 1 Before you read

Look at the picture. Answer the questions.

1. Who are these people?
2. What are they doing?



## 2 Read

Read the recommendation email. Listen and read again.

● ● ●
New Message

Dear Mr. O'Hara,

I am happy to write this recommendation for Marco Alba. Marco started working here at Valley Hospital as an orderly in 2023. He takes patients from their rooms to the lab, delivers X-rays, and takes flowers and mail to patients. He also delivers linens and supplies. He is an excellent worker, and his co-workers like him very much.

We are sorry to lose Marco. He wants to go to school and needs to work part time, but we don't have a part-time job for him right now. I recommend Marco very highly. Please contact me for more information.

Sincerely,  
Suzanne Briggs  
Human Resources Assistant

Valley Hospital



### Reading tip

Look through the text quickly for specific information, like names and dates.

Marco Alba      2023

### Culture Note

Teachers and employers often write recommendation letters or emails to help you get a job or get into a school.

## 3 After you read

**Write.** Answer the questions about the email. Write complete sentences.

1. When did Marco start his job at Valley Hospital? He started his job in 2023.
2. What is the email about? \_\_\_\_\_
3. What does Marco do at the hospital? \_\_\_\_\_
4. Why is Marco leaving? \_\_\_\_\_
5. Who wrote the email? \_\_\_\_\_
6. Which word in the email means a *positive comment about a person*? \_\_\_\_\_
7. Mr. O'Hara has a question about Marco. Who should he ask? \_\_\_\_\_

## 4 Picture dictionary Job duties



1. help the nurses



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



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



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



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



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



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

### A Write the words in the Picture dictionary. Then listen and repeat.

assist the doctor  
assist the pharmacist  
clear tables

handle money  
help the nurses  
operate large machines

prepare food  
repair cars  
take care of a family



Listen

### B Talk with a partner. Match the pictures with the jobs.

a busperson  
a cashier  
a construction worker

a cook  
a homemaker  
a medical assistant

a pharmacy technician  
an auto technician  
an orderly

He repairs cars.

He's an auto mechanic.



For academic skills practice, see pages 170–171.



## 1 Before you write

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

1. What are some of your duties at home?
2. What are some of your duties at your job?
3. What were some of your duties at your last job?

**B Read Marco's employment history.** Complete the sentences.

Use the correct form of the verb.



### Writing tip

Capitalize the names of businesses:  
**Valley Hospital**



### Employment History: Marco Alba

Marco Alba is an orderly. He works at Valley Hospital. He started in 2023. He \_\_\_\_\_ many duties. He \_\_\_\_\_ patients from their rooms to the lab. He \_\_\_\_\_ X-rays, linens, and supplies. He also \_\_\_\_\_ flowers and mail to patients.

From 2018 to 2023, Marco \_\_\_\_\_ at Sam's Soup and Sandwich Shop. He \_\_\_\_\_ a busperson. He \_\_\_\_\_ the floor and \_\_\_\_\_ dirty dishes. From 2015 to 2018, he \_\_\_\_\_ at Fratelli's Construction Company. He \_\_\_\_\_ a construction worker. He \_\_\_\_\_ repairs on houses and \_\_\_\_\_ large machines.

**C Write Marco's job duties now and in the past.**

Now	In the past
1. <i>He takes patients from their rooms to the lab.</i>	1.
2.	2.
3.	3.
	4.

**D Write.** Answer the questions about yourself. Complete the side that is true about you.

<b>Do you have a job? Yes?</b>	<b>Do you have a job? No?</b>
Answer these questions.	Answer these questions.
1. What is your job? _____ _____	1. Where do you study? _____ _____
2. Where do you work? _____ _____	2. What do you study at school? _____ _____
3. What are your duties? _____ _____	3. Did you have a job before? What jobs did you have? _____ _____
4. Did you have a job before? What jobs did you have? _____ _____	4. Where did you work? _____ _____
5. Where did you work? _____ _____	5. What were your duties? _____ _____
6. What were your duties? _____ _____	

## 2 Write

**Write two paragraphs about your employment history.** In the first paragraph, write about the present. In the second paragraph, write about the past. Use Exercises 1B and 1D to help you.

## 3 After you write

**A Read your employment history to a partner.**

**B Check your partner's employment history.**

- What are the jobs?
- What are the duties?
- Do the names of businesses start with capital letters?



## 1 Life-skills reading


**LARRY'S DISCOUNT STORE** — WEEKLY TIMESHEET

Employee: Lara da Silva      Employee ID Number: 531      Rate: \$18.00/hour

DAY	DATE	TIME IN	TIME OUT	TIME IN	TIME OUT	HOURS
Monday	8/7	9:00 a.m.	12:00 p.m.	1:00 p.m.	4:00 p.m.	6
Tuesday	8/8	8:30 a.m.	12:30 p.m.	1:30 p.m.	5:30 p.m.	8
Wednesday	8/9	9:00 a.m.	2:00 p.m.	3:00 p.m.	7:00 p.m.	9
Thursday	8/10	7:30 a.m.	12:30 p.m.	1:30 p.m.	3:30 p.m.	7
Friday	8/11	9:00 a.m.	12:00 p.m.	1:00 p.m.	5:00 p.m.	7
<b>TOTAL HOURS</b>						<b>37</b>

I have worked these hours. I understand that false information will result in my termination with the company.

Employee's signature: Lara da Silva      Date: 8/14/25

Supervisor's signature: Helen Wilson      Date: 8/14/25

### A Read the sentences. Look at the timesheet. Fill in the answers.

1. What is Lara's hourly rate?
  - A 9:00 to 5:00
  - B 8 hours
  - C \$18
  - D \$37
2. What time did Lara start work on Tuesday?
  - A at 7:30 a.m.
  - B at 8:30 a.m.
  - C at 9:00 a.m.
  - D at 9:30 a.m.
3. Which statement is true?
  - A Lara left work at 4:00 on Thursday.
  - B Lara started work at 12:00 on Tuesday.
  - C Lara started work at 8:30 on Tuesday.
  - D Lara worked for 8 hours on Friday.
4. The word *termination* means \_\_\_\_\_.
  - A when an employee takes a vacation
  - B when an employee's hourly rate increases
  - C when an employee starts working for a company
  - D when an employee stops working for a company

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

Lara worked for 37 hours last week, but the company only paid her for 35 hours. What should she do?

1. Call the manager.
2. Wait until next month to see if the two hours are on the check.
3. Nothing.
4. Other: \_\_\_\_\_

## 2 Grammar connections: *could / couldn't and can / can't* (past and present ability)

Use *can* and *can't* to talk about ability to do something in the present.  
Use *could* and *couldn't* to talk about ability to do something in the past.

PAST	PRESENT
I <b>could</b> dance as a child.	I <b>can</b> dance now.
I <b>could</b> run fast as a child.	I <b>can't</b> run fast now.
I <b>couldn't</b> type fast before.	I <b>can't</b> type fast now.

couldn't = could not  
can't = cannot



Watch

**A Work with a partner.** Look at the pictures.  
Talk about your abilities before and now.

**A** I *couldn't* drive a car before, but I *can* drive a car now.

**B** I *could* drive a car before, and I *can* drive a car now.



### Useful Language

*last year*  
*as a child*  
*two / five / ten years ago*  
*a few years ago*



1. drive



2. play the piano



3. take care of children



4. check email



5. read in English



6. cook

**B Work with your partner.** Ask and answer the questions.

1. What couldn't you do as a child that you can do now?
2. What could you do as a child that you can't do now?

### 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.



### Jobs in business

Two business jobs are a library assistant and an office clerk. Library assistants work in a library or media center. They often work at a school or public library. They assist the librarian and help people in the library. Office clerks work in an office. They answer phones, take messages, and work on computers.

Job	Job duties	Education
 <p>library assistant</p>	<ul style="list-style-type: none"> <li>- Puts books on shelves</li> <li>- Helps people find books and checks them out</li> </ul>	High school diploma or GED On-the-job training
 <p>office clerk</p>	<ul style="list-style-type: none"> <li>- Takes notes at meetings</li> <li>- Organizes files</li> </ul>	High school diploma or GED On-the-job training

## 3 After you read

**Write.** Answer the questions.

1. What is the reading about? \_\_\_\_\_
2. Who takes messages for people? \_\_\_\_\_
3. Who puts books on shelves? \_\_\_\_\_
4. When does an office clerk take notes? \_\_\_\_\_
5. Do you think a library assistant needs to be friendly? Why or why not? \_\_\_\_\_  
\_\_\_\_\_

## 4 Before you listen

Look at the picture.

What do you see?



## 5 Listen



**A Listen.** Look at the picture. What are the two people talking about? Circle the correct answer.

- a. signing up for a class    b. using a computer    c. finding a book



**B Listen again.** Answer the questions. Circle the correct answers.

- What does the student need?
  - a magazine
  - a book
  - a computer class
- What information does the letter give?
  - the class the book is for
  - which library the book is in
  - the section in the library the book is in

**C Check your answers with a partner.**



Listen

## 6 After you listen

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

book   find   help   letter   need   number   title

**Student:** Could you help me, please?

**Library assistant:** Sure. What do you \_\_\_\_\_?

**Student:** I'm looking for a \_\_\_\_\_ for my class.

**Library assistant:** OK. Do you know the \_\_\_\_\_?

**Student:** Yes.

**Library assistant:** Good. Type it here, please.

**Student:** OK . . . here it is. Where can I \_\_\_\_\_ it in the library?

**Library assistant:** This \_\_\_\_\_ shows you what section it is in. Then look for this \_\_\_\_\_ on the book.

**Student:** Great. Thank you.

**Library assistant:** You're welcome. Come with me. I can \_\_\_\_\_ you find it.

**B Listen again.** Check your answers.

**C Practice the conversation with a partner.**

Take turns.

**D Talk with a partner.** Would you like to be a library assistant? Why or why not?

**Useful Language**

Thank you = Thanks



**Learn about jobs in business**

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



Look



4<sup>th</sup> Edition

# Ventures



2

**Workbook**

 **CAMBRIDGE**

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

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

# UNIT 8

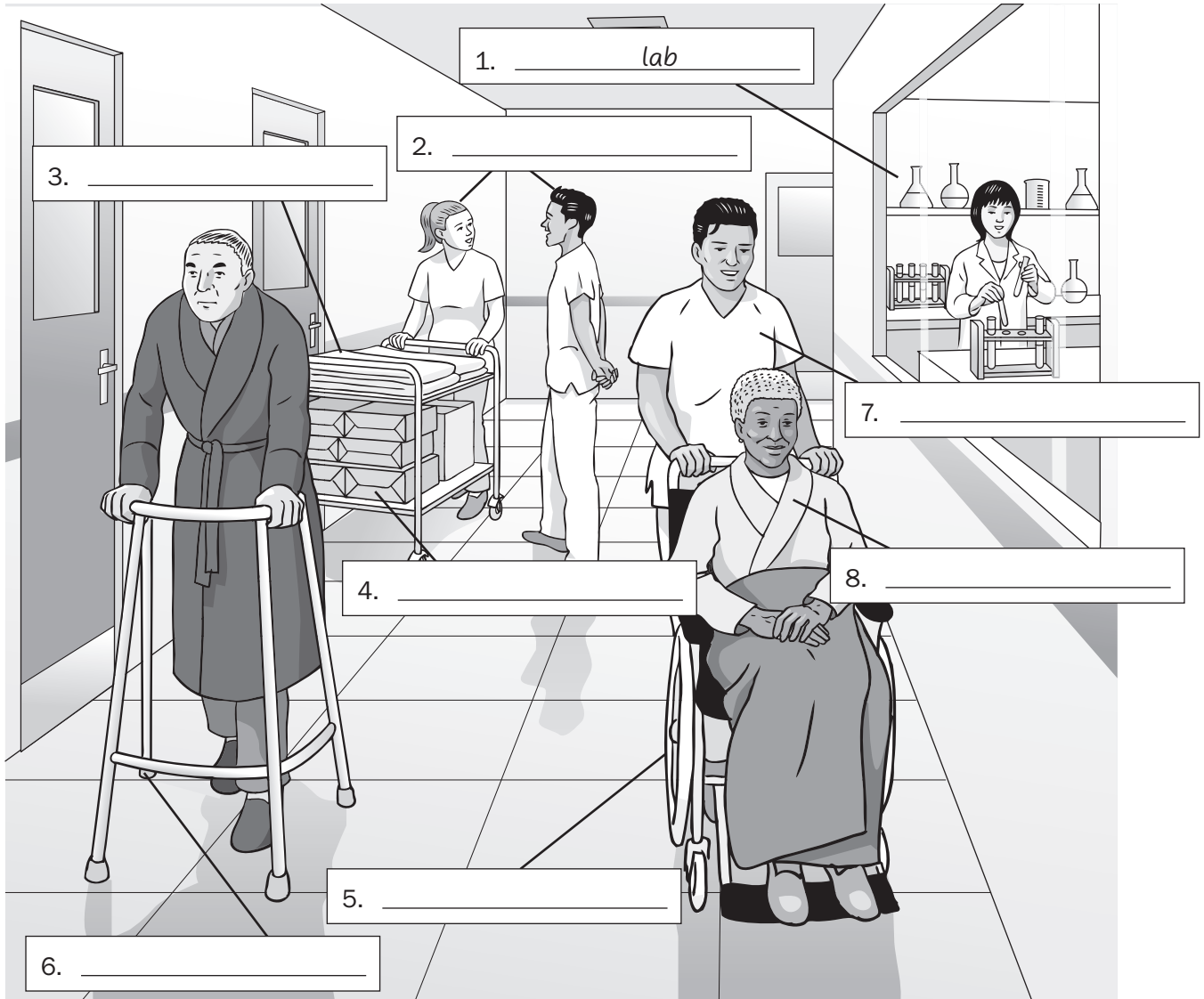
# WORK

## Lesson A Listening

### 1 Unscramble the letters. Write the words.

- |               |       |     |       |               |       |
|---------------|-------|-----|-------|---------------|-------|
| 1. bla        | _____ | lab | _____ | 5. inensl     | _____ |
| 2. derlyor    | _____ |     |       | 6. tentiap    | _____ |
| 3. oc-rkerwos | _____ |     |       | 7. liessupp   | _____ |
| 4. kerwal     | _____ |     |       | 8. hailwhreec | _____ |

### 2 Look at the picture. Write the words from Exercise 1.

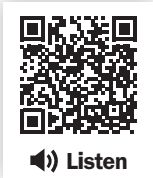


**3 Complete the sentences.**

co-workers    linens    orderly    patient    walker    wheelchair

1. The patient came to the hospital with a broken leg.
2. Suzanne and her two \_\_\_\_\_ worked the night shift together.
3. Suzanne put clean \_\_\_\_\_ on the bed.
4. Because he broke his leg, Sam had to ride in a \_\_\_\_\_.
5. The \_\_\_\_\_ took the X-rays to the lab.
6. Anne is very old. She needs to use a \_\_\_\_\_ when she walks.

**4 Listen. Circle T (True) or F (False).**



**Conversation A**

- |  |                                    |   |
|--|------------------------------------|---|
| 1. Otto has a new job.                             | <input checked="" type="radio"/> T | F |
| 2. Otto delivered a walker to a patient yesterday. | T                                  | F |
| 3. Otto cleans rooms.                              | T                                  | F |

**Conversation B**

- |   |   |   |
|---|---|---|
| 4. Otto started his job a few months ago. | T | F |
| 5. Otto needs to work full-time now.      | T | F |
| 6. Otto wants to be a medical assistant.  | T | F |

**Conversation C**

- |  |   |   |
|--|---|---|
| 7. Otto is in an office at Valley Hospital.            | T | F |
| 8. Otto can go to school part-time and work part-time. | T | F |
| 9. Otto can't take classes at night.                   | T | F |

**5 Make the false statements in Exercise 4 true. Write.**

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# Lesson B Where did you go last night?

Study the chart on page 148.

## 1 Match the questions with the answers.

1. Where did you go last night? c
  2. What did you take to the party? \_\_\_\_\_
  3. What did Cristal do after breakfast? \_\_\_\_\_
  4. Where did your parents meet? \_\_\_\_\_
  5. What did they do after they came to the U.S.? \_\_\_\_\_
  6. What did Jon pick up at your house? \_\_\_\_\_
  7. Where did you and Andy go this morning? \_\_\_\_\_
- a. They worked in restaurants.
  - b. She cleaned the house.
  - c. I went to the movies.
  - d. He picked up a uniform.
  - e. I took a cake to the party.
  - f. We went to the beach.
  - g. They met at school.

## 2 Read the answers. Write *What* or *Where*.

1. **A** What did you do last night?  
**B** I worked the night shift.
2. **A** \_\_\_\_\_ did you go after work?  
**B** I went out for breakfast.
3. **A** \_\_\_\_\_ did Max do after breakfast?  
**B** He took the bus to school.
4. **A** \_\_\_\_\_ did Sheila do at work this morning?  
**B** She made the beds with new linens.
5. **A** \_\_\_\_\_ did you and your family eat dinner last night?  
**B** We ate dinner at Tony's Pizzeria.
6. **A** \_\_\_\_\_ did Sheila and Max do last weekend?  
**B** They went to the park for a picnic.
7. **A** \_\_\_\_\_ did you do after the concert?  
**B** We went for coffee.
8. **A** \_\_\_\_\_ did Max go last Sunday?  
**B** He went to the baseball game.

**3** Read and complete the questions and answers.  
Use *What* or *Where* and the simple past. Then listen.



Listen

Mai	Jorge
<ul style="list-style-type: none"> <li>• meet new patients in reception area – 9:00</li> <li>• take the patient in Room 304 to the lab – 9:30</li> <li>• make the bed in Room 304</li> <li>• take patients from lab to their rooms – 10:00</li> <li>• help nurses on the fourth floor – 10:45</li> <li>• lunch in the cafeteria – 12:30</li> </ul>	<ul style="list-style-type: none"> <li>• meet new patients in reception area – 9:00</li> <li>• pick up X-rays from lab – 9:30</li> <li>• deliver X-rays to doctors</li> <li>• help patient in Room 310 – 10:00</li> <li>• prepare rooms on the second floor – 11:30</li> <li>• lunch in the cafeteria – 12:30</li> </ul>

1. A What did Mai and Jorge do at 9:00?  
B \_\_\_\_\_
2. A \_\_\_\_\_ did Mai take her patient at 9:30?  
B \_\_\_\_\_
3. A \_\_\_\_\_ did Jorge do at 9:30?  
B \_\_\_\_\_
4. A \_\_\_\_\_ did Mai and Jorge do after 9:30?  
B Mai \_\_\_\_\_, and Jorge \_\_\_\_\_
5. A \_\_\_\_\_ did Jorge go at 10:00?  
B \_\_\_\_\_
6. A \_\_\_\_\_ did Jorge do in Room 310?  
B \_\_\_\_\_
7. A \_\_\_\_\_ did Mai do at 10:00?  
B \_\_\_\_\_
8. A \_\_\_\_\_ did Mai go after that?  
B \_\_\_\_\_
9. A \_\_\_\_\_ did Jorge do at 11:30?  
B \_\_\_\_\_

## 1 Complete the sentences. Use *and*, *or*, or *but*.

1. Mateo has two jobs. He works in a restaurant and in an office.
2. We can have lunch at Sub's \_\_\_\_\_ at Carl's.
3. Gu-jan talked to his mother about his job plans, \_\_\_\_\_ he didn't talk to his father.
4. After work, Lourdes had cake \_\_\_\_\_ ice cream.
5. Mandy and Paco went to New York, \_\_\_\_\_ they didn't see the Statue of Liberty.
6. Viktor works the day shift \_\_\_\_\_ the night shift. He never works both shifts.
7. Stella works at the hospital during the week \_\_\_\_\_ at Pizza Town on the weekend.
8. At work, Ang answers the phones \_\_\_\_\_ takes messages.

## 2 Combine the sentences. Use *and*, *or*, or *but*.

1. Sometimes Jun eats lunch at noon. Sometimes Jun eats lunch at 1:00.

*Jun eats lunch at noon or at 1:00.*

---

2. Javier helps the nurses. He also helps the doctors.
- 

3. Tien picks up the supplies at the warehouse. She doesn't deliver the supplies.
- 

4. Rieko met her new co-workers this morning. She didn't meet any patients.
- 

5. At the restaurant, Mustafa made the soup. He also made the salad.
- 

6. Sometimes Anatoly drinks coffee. Sometimes he drinks tea.
-

**3 Read the chart. Write sentences. Use *and* or *but* and the simple past.**

Office Assistant Duties – Friday 11/29		
Marisol	Dora	Adam
Prepare the meeting room	Make the coffee	Check the office email
Pick up supplies	Go to the meeting	Go to the meeting
Deliver the mail	Answer calls	Take notes
	Take messages	Make copies

- Dora / go to the meeting / take notes  
*Dora went to the meeting, but she didn't take notes.*
- Adam / check the office email / go to the meeting
- Marisol / prepare the meeting room / make the coffee
- Dora and Adam / go to the meeting / prepare the meeting room
- Adam / take notes / make copies
- Marisol / pick up supplies / deliver the mail

**4 Complete the sentences with *and*, *or*, or *but*.**

Please eat lunch at your desk and answer calls on these days:					
	Monday	Tuesday	Wednesday	Thursday	Friday
This week	Marisol	Dora	Adam	Dora	Adam
Next week	Adam	Dora	Marisol	Dora	Adam

- Dora eats lunch at her desk on Tuesday *and* Thursday.
- On Monday, Marisol \_\_\_\_\_ Adam answer calls.
- This week, Adam eats lunch at his desk on Wednesday \_\_\_\_\_ Friday.
- Dora and Adam eat lunch at their desks twice a week, \_\_\_\_\_ Marisol doesn't. She eats lunch at her desk only once a week.

## 1 Read and circle the correct answers. Then listen.



New Message

Send

---

**From:** Carrie McIntosh

**To:** personnel@newtownmedical.com Cc Bcc

**Subject:** Federico Robles

**Date:** May 25, 2024

← Reply → Forward

To Whom It May Concern:

I am happy to write this recommendation for Federico Robles. Federico is a student in the Medical Assistant Certificate Program here at WCC. He will graduate in June.

Federico is an excellent student and a hard worker. He can manage a medical office, schedule appointments, and take care of patient records. He can assist doctors with many duties.

I recommend Federico very highly. He will be an excellent medical assistant. Please contact me for more information.

Sincerely,  
Carrie McIntosh  
Instructor

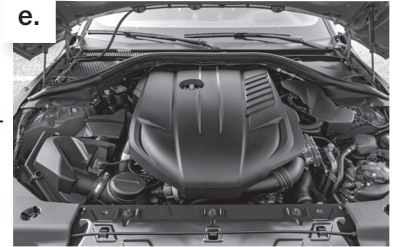
**WCC** | WESTPORT COMMUNITY COLLEGE

1. Carrie McIntosh is Federico's \_\_\_\_\_.
  - a. boss
  - b. medical assistant
  - c. instructor
2. This recommendation is about \_\_\_\_\_.
  - a. Carrie McIntosh
  - b. Federico
  - c. Federico's new boss
3. Federico can \_\_\_\_\_.
  - a. manage a medical office
  - b. schedule appointments
  - c. both a and b
4. Federico \_\_\_\_\_.
  - a. is looking for a job
  - b. is going to start school
  - c. has a job now
5. In June, Federico is going to \_\_\_\_\_.
  - a. get a new job
  - b. graduate
  - c. quit his job
6. What is the purpose of this email?
  - a. to say hello to Federico
  - b. to help Federico get a job
  - c. to find a new medical assistant

## 2 Answer the questions.

1. Who wrote the email? Carrie McIntosh wrote the email.
2. When did she write the email? \_\_\_\_\_
3. Where does she teach? \_\_\_\_\_
4. What program does she teach in? \_\_\_\_\_
5. What job skills did Federico learn? List them. \_\_\_\_\_  
\_\_\_\_\_

**3 Match the jobs with the pictures.**



1. auto mechanic
2. orderly
3. homemaker
4. cashier
5. construction worker
6. medical assistant
7. cook
8. teacher

**4 Complete the sentences. Use the jobs from Exercise 3.**

1. A homemaker takes care of a family.
2. A \_\_\_\_\_ operates large machines.
3. An \_\_\_\_\_ helps the nurses.
4. A \_\_\_\_\_ assists the doctor.
5. An \_\_\_\_\_ repairs cars.
6. A \_\_\_\_\_ teaches students.
7. A \_\_\_\_\_ handles money.
8. A \_\_\_\_\_ prepares food.

## 1 Read Michael's employment history. Complete the sentences. Use the correct form of the verb.

### Employment History: Michael Bitter

Michael Bitter is a medical assistant. He \_\_\_\_\_ at Valley Medical Clinic. He started  
(1. work)  
in 2022. He \_\_\_\_\_ appointments for patients. He \_\_\_\_\_ the phones and  
(2. make) (3. answer)  
\_\_\_\_\_ messages. He \_\_\_\_\_ the patients and \_\_\_\_\_ the doctors.  
(4. take) (5. prepare) (6. assist)

From 2008 to 2020, Michael \_\_\_\_\_ at Freshie's Pizza. He had two jobs there.  
(7. work)  
From 2016 to 2020, he \_\_\_\_\_ a cashier. He \_\_\_\_\_ money and \_\_\_\_\_  
(8. be) (9. handle) (10. operate)  
the credit card machine. From 2008 to 2016, he \_\_\_\_\_ a busperson.  
(11. be)

Michael \_\_\_\_\_ to Westport Community College from 2020 to 2022. He \_\_\_\_\_  
(12. go) (13. be)  
a full-time student in the Medical Assistant Certificate Program. He \_\_\_\_\_ in June 2022.  
(14. graduate)  
In June 2017, he \_\_\_\_\_ his GED at Staples Adult School.  
(15. get)

## 2 Answer the questions. Use the employment history in Exercise 1.

1. When did Michael start his job at the medical clinic?

He started his job at the medical clinic in 2022.

2. Where did he work for 12 years?

\_\_\_\_\_

3. What did he do from 2020 to 2022?

\_\_\_\_\_

4. Where did he study for his GED?

\_\_\_\_\_

5. When did he get his GED?

\_\_\_\_\_

6. Where does he work now?

\_\_\_\_\_

**3 Rewrite the sentences. Use the simple past.**

1. I prepare food, but I don't clear the tables.  
*I prepared food, but I didn't clear the tables.*
2. I handle money and talk to people every day.  
\_\_\_\_\_
3. I help the nurses, but I don't help the doctors.  
\_\_\_\_\_
4. I take care of my children and my house.  
\_\_\_\_\_
5. I clear tables and handle money, but I don't prepare food.  
\_\_\_\_\_
6. I operate large machines and build houses.  
\_\_\_\_\_

**4 Match the pictures with the sentences in Exercise 3. Then write the words.**

busperson    construction worker    homemaker  
cashier    cook    orderly



## 1 Read the job ads. Write the words. Start each word with a capital letter.

auto mechanic    busperson    cashier    construction worker    medical assistant    orderly

1. \_\_\_\_\_ *Orderly* \_\_\_\_\_ Needed.

Help patients walk, take patients for X-rays, deliver X-rays and mail, help nurses, talk to patients. No experience necessary.

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

Medical office needs friendly worker. Assist doctor and take care of office. Experience or Medical Assistant Certificate needed.

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

You will need to handle money, use a cash register, know basic math, be friendly with customers, and be on time. Restaurant experience necessary.

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

Busy car repair shop needs worker. Experience with American and foreign cars useful. Five years of experience necessary.

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

You need to have two years of experience building houses. Need a driver's license. Need to be able to work alone.

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

New restaurant needs worker to clear and clean tables. No experience necessary. Need to work fast.

## 2 Read the sentences. Which job is best for each person? Write the jobs from Exercise 1.

1. I am friendly and like to help people. \_\_\_\_\_ *orderly* \_\_\_\_\_
2. I like to use tools and machines. \_\_\_\_\_
3. I can handle money, and I like math. \_\_\_\_\_
4. I repaired cars for seven years. \_\_\_\_\_
5. I cleared tables in a restaurant last year. \_\_\_\_\_
6. I like to work alone. \_\_\_\_\_
7. I have a Medical Assistant Certificate. \_\_\_\_\_
8. I can work fast. \_\_\_\_\_

**3** Look at the chart. Write sentences about Dani.  
Use *can*, *can't*, *could*, and *couldn't*.



	Ten years ago	Now
cook	No	Yes
dance	Yes	No
drive	No	No
run fast	Yes	No
play the piano	Yes	Yes
read English	No	Yes
speak Spanish	No	Yes
take care of a family	No	Yes

- Dani couldn't cook ten years ago, but she can cook now.
- Dani \_\_\_\_\_ dance ten years ago, but she \_\_\_\_\_ dance now.
- Dani \_\_\_\_\_ drive ten years ago, and she \_\_\_\_\_ drive now.
- Dani \_\_\_\_\_ run fast ten years ago, but she \_\_\_\_\_ run fast now.
- Dani \_\_\_\_\_ play the piano ten years ago, and she \_\_\_\_\_ play the piano now.
- Dani \_\_\_\_\_ read English ten years ago, but she \_\_\_\_\_ read English now.
- Dani \_\_\_\_\_ speak Spanish ten years ago, but she \_\_\_\_\_ speak Spanish now.
- Dani \_\_\_\_\_ take care of a family ten years ago, but she \_\_\_\_\_ take care of a family now.

## 1 Read the job application. Read the sentences. Circle the correct answers.

Name: **EMIR YILMAZ**

Job application for: **OFFICE CLERK**

### What is your job now? What are your duties?

*I am a library assistant at a media center at a school. I assist the librarian and students. I put books on the shelves, and help students find library books.*

### What are your skills? Why do you want to work in our office?

*I can answer the phones and take messages. I can take notes at meetings. I have good computer skills. I like to help people.*

- Emir wants to be \_\_\_\_\_.
  - a librarian
  - a library assistant
  - an office clerk
- He wants to work in \_\_\_\_\_.
  - an office
  - a library
  - a school media center
- He works in \_\_\_\_\_ now.
  - an office
  - a library
  - a school media center
- Emir is \_\_\_\_\_ now.
  - a librarian
  - a library assistant
  - an office clerk
- One of his duties at the media center is to \_\_\_\_\_.
  - put books on shelves and help students find books
  - go to meetings and take notes
  - answer the phone and take messages
- One of his skills is \_\_\_\_\_.
  - he has a diploma
  - he likes his job
  - he can take notes at meetings

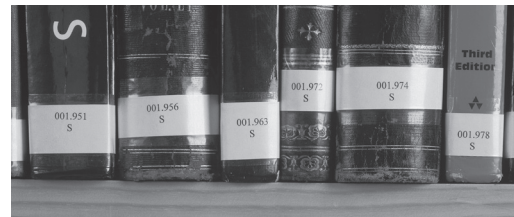
## 2 Complete the phrases.

assistant   books on shelves   center   clerk   notes or messages   phones

- answer \_\_\_\_\_ *phones* \_\_\_\_\_
- library \_\_\_\_\_
- media \_\_\_\_\_
- office \_\_\_\_\_
- put \_\_\_\_\_
- take \_\_\_\_\_

**3 Listen. Circle the correct words.**

- Student** Could you <sup>1</sup>find / **(help)** me, please?
- Library Assistant** Yes. How can I help you?
- Student** I <sup>2</sup>look for / **need** a book for my class.
- Library Assistant** What book do you need? Do you <sup>3</sup>want / **know** the title?
- Student** Yes, I do.
- Library Assistant** OK. <sup>4</sup>Type / **Write** it here, please.
- Student** OK . . . oh, there it is. Where can I <sup>5</sup>look for / **find** it in the library?
- Library Assistant** Do you see that <sup>6</sup>letter / **sign**?
- Student** Yes. What does that <sup>7</sup>tell / **mean**?
- Library Assistant** It tells you what sections it's in. Then look for this <sup>8</sup>letter / **number** on the book.
- Student** Great. Thanks.
- Library Assistant** You're welcome.



**4 Answer the questions.**

1. What does the student need?
  - a. a phone
  - b. a computer
  - (c.) a book**
2. What does she type?
  - a. the book title
  - b. the phone number
  - c. the section number
3. What does the letter tell you?
  - a. the name of the author
  - b. the section of the library
  - c. the book number