

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> ■ Discussing goals ■ Filling out a goal form ■ Discussing past and future events 	<ul style="list-style-type: none"> ■ Listening and asking about goals ■ Asking about daily routines ■ Listening about events in the past and future 	<ul style="list-style-type: none"> ■ Review of time phrases 	Verb tense review: <ul style="list-style-type: none"> ■ present and present continuous ■ past and future
Unit 1 Personal information pages 6–19 Topic: Personality traits	<ul style="list-style-type: none"> ■ Describing and comparing likes and interests ■ Describing and discussing personality types 	<ul style="list-style-type: none"> ■ Asking about and comparing preferences ■ Describing personality types 	<ul style="list-style-type: none"> ■ Personal interests ■ Personality types ■ Adjectives that describe people 	<ul style="list-style-type: none"> ■ Verbs + gerunds ■ Comparisons with <i>more than</i>, <i>less than</i>, <i>as much as</i> ■ <i>must</i> for logical conclusions
Unit 2 At school pages 20–33 Topic: Study skills	<ul style="list-style-type: none"> ■ Discussing study problems and learning strategies ■ Offering advice ■ Inquiring about people's experiences 	<ul style="list-style-type: none"> ■ Asking about study problems and learning strategies ■ Asking about someone's recent past 	<ul style="list-style-type: none"> ■ Study problems ■ Learning strategies 	<ul style="list-style-type: none"> ■ Present perfect with <i>how long</i>, <i>for</i>, <i>since</i> ■ Present perfect questions with <i>ever</i>; short answers ■ Simple past and present perfect
Review: Units 1 and 2 pages 34–35		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 3 Friends and family pages 36–49 Topic: Neighbors	<ul style="list-style-type: none"> ■ Offering help ■ Agreeing and disagreeing ■ Giving reasons ■ Making a complaint 	<ul style="list-style-type: none"> ■ Asking about and describing problems ■ Giving reasons ■ Discussing borrowing and lending 	<ul style="list-style-type: none"> ■ <i>borrow vs. lend</i> ■ Two-word verbs 	<ul style="list-style-type: none"> ■ <i>because of</i> phrases and <i>because</i> clauses ■ <i>too</i> and <i>enough</i> ■ <i>be able to</i>
Unit 4 Health pages 50–63 Topic: Healthy habits	<ul style="list-style-type: none"> ■ Discussing healthy foods and exercise ■ Describing events in the recent past ■ Describing past habits 	<ul style="list-style-type: none"> ■ Asking about staying healthy ■ Asking about past and present health habits 	<ul style="list-style-type: none"> ■ Healthy habits and routines ■ Medicinal plants 	<ul style="list-style-type: none"> ■ Present perfect with <i>recently</i> and <i>lately</i> ■ <i>used to</i> ■ Reported commands
Review: Units 3 and 4 pages 64–65		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 5 Around town pages 66–79 Topic: Community resources and events	<ul style="list-style-type: none"> ■ Discussing future plans ■ Describing actions based on expectations ■ Describing community events 	<ul style="list-style-type: none"> ■ Asking about people's plans ■ Asking about people's expectations ■ Talking about community events 	<ul style="list-style-type: none"> ■ Entertainment ■ Positive and negative adjectives 	<ul style="list-style-type: none"> ■ Verbs + infinitives ■ Present perfect with <i>already</i> and <i>yet</i> ■ Verbs + infinitives and verbs + gerunds

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> ■ Reading a paragraph about goals 	<ul style="list-style-type: none"> ■ Writing your goal and steps to reach it 	<ul style="list-style-type: none"> ■ Talking about your goal and steps to reach it 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	
<ul style="list-style-type: none"> ■ Reading an article about personality and jobs ■ Predicting content from titles and pictures 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph with a topic sentence and supporting sentences ■ Using adjectives 	<ul style="list-style-type: none"> ■ Understanding a bar graph ■ Scanning a website for information 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in government
<ul style="list-style-type: none"> ■ Reading an article about strategies for learning English ■ Using context to identify parts of speech ■ Locating examples that support statements 	<ul style="list-style-type: none"> ■ Writing a paragraph with examples to support ideas ■ Using examples to support your ideas 	<ul style="list-style-type: none"> ■ Reading and understanding tips for taking tests ■ Talking about strategies for learning English ■ Digital Literacy: Using the mouse and keyboard to complete an online activity 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in education
			<ul style="list-style-type: none"> ■ Stressing content words 	
<ul style="list-style-type: none"> ■ Reading a newsletter about a neighborhood watch ■ Identifying the main idea, facts, and examples 	<ul style="list-style-type: none"> ■ Writing a complaint email ■ Supporting the main idea with examples 	<ul style="list-style-type: none"> ■ Reading and understanding an ad for volunteers ■ Writing a complaint email 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in the community
<ul style="list-style-type: none"> ■ Reading an article about beneficial plants ■ Identifying the topic from the introduction and conclusion ■ Identifying parts of word families 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph ■ Writing a topic sentence ■ Completing a chart 	<ul style="list-style-type: none"> ■ Completing a medical history form ■ Talking about how to stay healthy ■ Digital Literacy: Setting up medical ID on a phone 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in healthcare
			<ul style="list-style-type: none"> ■ Voiced and voiceless <i>th</i> sounds 	
<ul style="list-style-type: none"> ■ Reading a review of a concert ■ Using context to distinguish between positive and negative words 	<ul style="list-style-type: none"> ■ Writing an email ■ Completing a graphic organizer 	<ul style="list-style-type: none"> ■ Reading and understanding announcements about community events ■ Talking about community events 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in transportation

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Time pages 80–93 Topic: Time management	<ul style="list-style-type: none"> ■ Prioritizing ■ Discussing how to manage time ■ Giving advice ■ Describing habits 	<ul style="list-style-type: none"> ■ Prioritizing tasks ■ Asking about habits and daily activities ■ Contrasting qualities and habits of good and weak time managers 	<ul style="list-style-type: none"> ■ Time-management words ■ Prefixes meaning <i>not</i> ■ Idioms with time 	<ul style="list-style-type: none"> ■ Adverb clauses with <i>when</i> ■ Adverb clauses with <i>before</i> and <i>after</i> ■ <i>when</i>, <i>before</i>, and <i>after</i> to order activities in a sequence
Review: Units 5 and 6 pages 94–95		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 7 Shopping pages 96–109 Topic: Saving and spending	<ul style="list-style-type: none"> ■ Making suggestions ■ Asking for and giving advice ■ Discussing financial concerns ■ Comparing banking services 	<ul style="list-style-type: none"> ■ Asking and answering questions about buying on credit ■ Making suggestions and giving advice 	<ul style="list-style-type: none"> ■ Banking and finances ■ Compound nouns 	<ul style="list-style-type: none"> ■ <i>could</i> and <i>should</i> ■ Gerunds after prepositions ■ Collocations with <i>get</i> and <i>take</i>
Unit 8 Work pages 110–123 Topic: Finding a job	<ul style="list-style-type: none"> ■ Discussing work-related goals ■ Discussing ways to find a job ■ Identifying procedures involved with a job interview 	<ul style="list-style-type: none"> ■ Talking about a job interview ■ Asking about ongoing activities 	<ul style="list-style-type: none"> ■ Employment ■ Separable phrasal verbs 	<ul style="list-style-type: none"> ■ Present perfect continuous ■ Separable phrasal verbs ■ Present continuous and present perfect continuous
Review: Units 7 and 8 pages 124–125		<ul style="list-style-type: none"> ■ Understanding a conversation 		
Unit 9 Daily living pages 126–139 Topic: Community action	<ul style="list-style-type: none"> ■ Describing past activities ■ Describing past events 	<ul style="list-style-type: none"> ■ Describing a crime ■ Describing past actions ■ Asking about an emergency ■ Discussing safety items 	<ul style="list-style-type: none"> ■ Crimes ■ Emergency situations ■ Time phrases 	<ul style="list-style-type: none"> ■ Past continuous ■ Past continuous and simple past with <i>when</i> and <i>while</i> ■ Three uses of the present continuous
Unit 10 Free time pages 140–153 Topic: Vacation plans	<ul style="list-style-type: none"> ■ Describing future possibility ■ Describing a sequence of events in the future 	<ul style="list-style-type: none"> ■ Describing vacation plans ■ Asking about future possibility ■ Describing the sequence of future events 	<ul style="list-style-type: none"> ■ Travel and vacation 	<ul style="list-style-type: none"> ■ Future real conditionals ■ Future time clauses with <i>before</i> and <i>after</i> ■ Three uses of the present perfect
Review: Units 9 and 10 pages 154–155		<ul style="list-style-type: none"> ■ Understanding a news report 		

Academic Skills Worksheets
Audio script
Acknowledgments

pages 156–185
pages 186–195
page 196

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> ■ Reading an article about cultural time rules ■ Recognizing dashes that introduce examples ■ Identifying words with prefixes meaning <i>not</i> 	<ul style="list-style-type: none"> ■ Writing a descriptive paragraph about a good or weak time manager ■ Using a signal before the conclusion 	<ul style="list-style-type: none"> ■ Reading and understanding a pie chart ■ Talking about how to manage time ■ Using online platforms and tools for successful time management 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in technology
			<ul style="list-style-type: none"> ■ Initial <i>st</i> sound 	
<ul style="list-style-type: none"> ■ Reading an article about credit card debt ■ Identifying problems and solutions discussed in a text 	<ul style="list-style-type: none"> ■ Giving advice about saving money ■ Using <i>first</i>, <i>second</i>, <i>third</i>, and <i>finally</i> to organize ideas 	<ul style="list-style-type: none"> ■ Reading and understanding a brochure comparing checking accounts ■ Talking about credit, credit cards, and debt 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in retail
<ul style="list-style-type: none"> ■ Reading a blog about a job search ■ Scanning for specific information ■ Using a dictionary to select the best definition for a context 	<ul style="list-style-type: none"> ■ Writing a formal thank-you email ■ Understanding what to include in a thank-you email 	<ul style="list-style-type: none"> ■ Reading and understanding a chart comparing job growth ■ Preparing for a job interview ■ Reading and understanding a blog ■ Digital Literacy: Searching the CareerOneStop website to find specific information 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in business
			<ul style="list-style-type: none"> ■ Linking sounds 	
<ul style="list-style-type: none"> ■ Reading an article about an emergency ■ Recognizing time phrases ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Writing about an emergency ■ Using <i>Who</i>, <i>What</i>, <i>When</i>, <i>Where</i>, <i>Why</i>, and <i>How</i> 	<ul style="list-style-type: none"> ■ Reading and understanding a chart comparing safety in various U.S. states ■ Talking about emergency situations 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in construction
<ul style="list-style-type: none"> ■ Reading an article about Alcatraz ■ Using clues to guess the meaning of words 	<ul style="list-style-type: none"> ■ Writing about a tourist attraction ■ Using complex sentences to add variety 	<ul style="list-style-type: none"> ■ Reading and understanding hotel adverts ■ Talking about travel arrangements ■ Using apps and online tools to plan and manage travel 	<ul style="list-style-type: none"> ■ Pronouncing key vocabulary 	<ul style="list-style-type: none"> ■ Learning about jobs in hospitality
			<ul style="list-style-type: none"> ■ Unstressed vowel sounds 	

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 tools for any teaching situation, making *Ventures* the most complete program.
- Prepares students for standardized tests, including CASAS STEPS, TABE, and BEST.

Photo Stories

- 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 on the CASAS STEPS Listening test.

Unit Goals

Introduces the goals of each unit.

UNIT 8 WORK

Lesson A Listening

1 Before you listen

A What do you see?
B What is happening?
C What's the story?

1 

2 Mr. Leong 

3 Tony 

4 

5 

UNIT GOALS

2 Listen

A Listen and answer the questions.

1. Who are the speakers? 2. What are they talking about?

B Listen again. Complete the chart with information about Tony.

Topic	Tony's answers
1. job he is applying for	shipping-and-receiving clerk
2. native country	
3. current job	
4. strengths	
5. shift he prefers	

C Listen and continue the conversation. Circle the answer.

A. B. C.

3 After you listen

A Read. Complete the story.

background degree employed gets along interview personnel reliable strengths

Tony has been working as a teacher's assistant for about a year. He is also going to college part-time to get a 1 *degree* in accounting. Right now, Tony is at a job 2 with Mr. Leong, the 3 *manager*.

Mr. Leong asks about Tony's 4 *strengths*. Tony says he is from Peru and has been living in the United States for two years. Next, Mr. Leong asks about Tony's work experience, and Tony says that now he is 5 *employed* at a school. Finally, Mr. Leong asks about Tony's personal 6 *background*. Tony says he is responsible and 7 *gets along*, and he 8 *is friendly* with everybody. Mr. Leong says he will contact Tony next week.

Listen and check your answers.

B Talk with a partner. Ask and answer the questions.
 Have you ever had a job interview? What happened?

L3.1, L3.2, L4.1, L4.2
 S: 0.1, 0.2, 4.1, 7.2, 7.4, 7.5

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: 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 Present perfect continuous UNIT 8

1 Grammar focus: questions and statements with for and since

Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.

QUESTIONS	SHORT ANSWERS
Have you been living here for a long time?	Yes, I have. No, I haven't.
Has Tony been working here for a long time?	Yes, he has. No, he hasn't.
Have they been working here for a long time?	Yes, they have. No, they haven't.
How long have you been looking for a job?	
How long has Tony been working as a teacher's assistant?	Since October.
How long have they been working at the school?	For about a year.

STATEMENTS

I've been waiting for a long time.
Lida has been waiting since 2:00.
We've been waiting all morning.

2 Practice

A Write. Complete the sentences. Use the present perfect continuous with for or since.

- How long has this been practicing for her driving test?
For about three months.
- How long are you here for a long time?
No, I started six days ago.
- How long is he working for a job?
Yes, he has been working here for a long time.
- How long is Mr. Rivera teaching people all day?
Yes, he has been teaching for a long time.
- How long are you to get an interview?
I started March.
- How long are they to night school?
I started last year.

3 Communicate

A Talk with your partner. Ask and answer questions. Use for or since.

B Share information about your classmates.

Activity	Activity	How long?
drive	Josefina	for six years / since 2019
cook for yourself		
attend this school		
work in this country		
speak English		
use a computer		

ELPS: L.2.12.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75

Lesson C Phrasal verbs UNIT 8

1 Grammar focus: separable phrasal verbs

A phrasal verb is a verb + preposition. The meaning of the phrasal verb is different from the meaning of the verb alone. These phrasal verbs are separable because you can put the second part of the phrasal verb before or after the object.

STATEMENTS

Alfred handed out the papers.
He handed the papers out.
He handed them out.

2 Practice

A Write. Complete the sentences.

- She's handing out papers. She's handing out the papers.
- He's handing the papers out. He's handing them out.
- He's handing the papers out. He's handing them out.
- She's handing out the papers. She's handing out the papers.
- She's handing out the papers. She's handing out the papers.
- He's handing out the papers. He's handing out the papers.

B Share information about your classmates.

Activity	Activity	How long?
drive	Josefina	for six years / since 2019
cook for yourself		
attend this school		
work in this country		
speak English		
use a computer		

ELPS: L.2.12.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45.46.47.48.49.50.51.52.53.54.55.56.57.58.59.60.61.62.63.64.65.66.67.68.69.70.71.72.73.74.75

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.

Reading Tips

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

Vocabulary Skills Development


Uses new vocabulary from the reading to build academic skills such as recognizing word families and using context clues to guess meaning.

Lesson D Reading

1. Before you read
Talk with your classmates. Answer the questions.

1. How many dates are in the reading? What are they?
2. What is the reading about?
3. What is a blog? Have you ever seen one?

2. Read
Read the blog. Listen and read again.



3. After you read

A Scan the blog for Eden's activities. Match them with the dates.

1. Monday 9/15 _____ a. She had a practice interview with her classmates.
2. Tuesday 9/16 _____ b. She had a job interview.
3. Wednesday 9/24 _____ c. She organized her papers.
4. Thursday 9/25 _____ d. She's been telling everyone about her job search.
5. Monday 9/29 _____ e. She went to a job fair.

B Check your understanding.

1. What is the main purpose of the blog?
2. Who did she network with?
3. How did she get a job interview?
4. According to the blog, what is a good way for Eden to prepare for the job interview?
5. In the Wednesday 9/24 entry, which word means unhappy and without hope?
6. Based on the most recent blog post, what can you assume about Eden's job interview? Use evidence from the blog to support your answer.

C Build your vocabulary.

1. Read the dictionary entry for *critical*. How many definitions are there?

critical /adj/ 1 saying that someone or something is bad or wrong
2 giving opinions on books, plays, films, etc.
3 very important; essential - *critically* /adv/

2. Find the vocabulary in the reading. Underline the words. Find each word in a dictionary. Copy the part of speech and the definition that best fits the reading.

Vocabulary	Part of speech	Definition
1. critical	adjective	very important; essential
2. network		
3. fair		
4. patient		
5. firm		
6. confidence		

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

1. What is your most critical goal right now?
2. If you are trying to find a job, who can you network with?
3. How can you show confidence in a job interview?

→ For academic skills practice, please see pages 177–179.

116 UNIT 8

UNIT 8 117

Academic Skills Worksheets

Develops critical-thinking skills by comparing and analyzing two or more articles on the same topic.

Speaking Practice

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

Writing

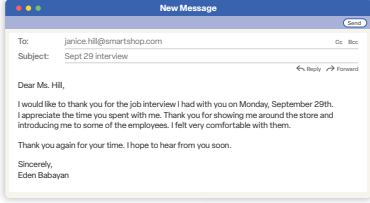
- Helps students develop a their writing skills through a robust writing process approach.
- Supports students to meet the challenges of work and the classroom through academic and purposeful writing practice.

Lesson E Writing

1. Before you write

A Talk with a partner. Who do you send thank-you emails to? Make a list. Share your list with the class.

B Read the thank-you email.



Work with a partner. Answer the questions.

1. Who wrote the email?
2. Who did she write it to?
3. What is the purpose of the email?
4. What information is in the first sentence?
5. How many times did the writer say thank you?
6. What does Eden want to happen next?
7. How does the writer end the email?

C Plan a formal thank-you email. Complete the information.

Name and address of the person or business you are thanking:

Reason for saying thank you:

Something specific you appreciate:

2. Write

Write a formal thank-you email to a person or a business.

Say why you are thanking the person and mention something specific that you appreciated. Thank the person again at the end of the email. Use the email in Exercise 1B and the information in Exercise 1C to help you.

3. After you write

A Check your writing.

	Yes	No
1. My first sentence says why I am thanking the person.	<input type="checkbox"/>	<input type="checkbox"/>
2. I mentioned something specific that I appreciated.	<input type="checkbox"/>	<input type="checkbox"/>
3. I thanked the person again at the end of the email.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your email to a partner.
2. Comment on your partner's email. Ask your partner a question about the email. Tell your partner one thing you learned.

118 UNIT 8

UNIT 8 119

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 like CASAS and the BEST by familiarizing them with bubble answer format.

Lesson F Another view UNIT 8

1 Life-skills reading

Occupational projections and worker characteristics

Occupation	Job openings due to growth and replacements 2022-2032	Percent Employment change, 2022-2032	Typical education needed for entry
Restaurant cooks	278	20.4	No formal education credential
Dental hygienists	16	7.4	Associate degree
Heating and air conditioning mechanics and technicians	23	5.5	Post-secondary technical non-degree award
Medical assistants	106	13.9	Post-secondary technical non-degree award
Veterinary technologists and technicians	25	20.5	Associate degree
Wind turbine service technicians	5	44.9	Post-secondary technical non-degree award

*Numbers in thousands
Source: <https://www.bls.gov/emp/hab/occupational-projections-and-characteristics.html#top>

A Read the questions. Look at the chart. Fill in the answers.

- What word in the chart means guesses about the future?
 - (A) projections (C) entry
 - (B) characteristics (D) openings
- Which occupations will have the largest percent increase in growth from 2022 to 2032?
 - (A) veterinary technologists and technicians and wind turbine service technicians
 - (B) veterinary technologists and technicians and medical assistants
 - (C) heating and air conditioning mechanics and technicians and dental hygienists
 - (D) restaurant cooks and medical assistants
- What is the growth in number of jobs from 2022 to 2032 for dental hygienists?
 - (A) 16 (C) 1,600
 - (B) 160 (D) 16,000
- The main purpose of this chart is _____.
 - (A) to show the salary information for certain jobs
 - (B) to show the changes in education for certain jobs
 - (C) to show the changes in demand for certain jobs over ten years
 - (D) to show the job duties for certain jobs

B Solve the problem. Give your opinion.
Alex has been working in a fast food restaurant for over a year. He works as a busser, cashier and cook. He would like to be a restaurant manager some day, but that requires a high school diploma or equivalent. He dropped out of high school after two years. What should he do?

2 Grammar connections: present continuous and present perfect continuous

Use the present continuous to talk about an activity that is happening at the moment of speaking.
My classmate **is writing** in her book right now.

Use the present perfect continuous to talk about an activity that started in the past and continues to the present.
I've **been writing** emails for two hours.

A Work in a small group. Play the game. Write your name on a small piece of paper. Flip a coin to move your paper. Then tell your group your answer to the question in the square. Use the present continuous or the present perfect continuous in your answer. Take turns.

“Choose someone in the classroom. What is he/she wearing?” OK, I’ll describe Tonya. She’s wearing...
= 1 space
= 2 spaces

Share information about your classmates.
Tonya is wearing a red and blue sweater.

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

120 UNIT 8 UNIT 8 121

Problem-solving Activity

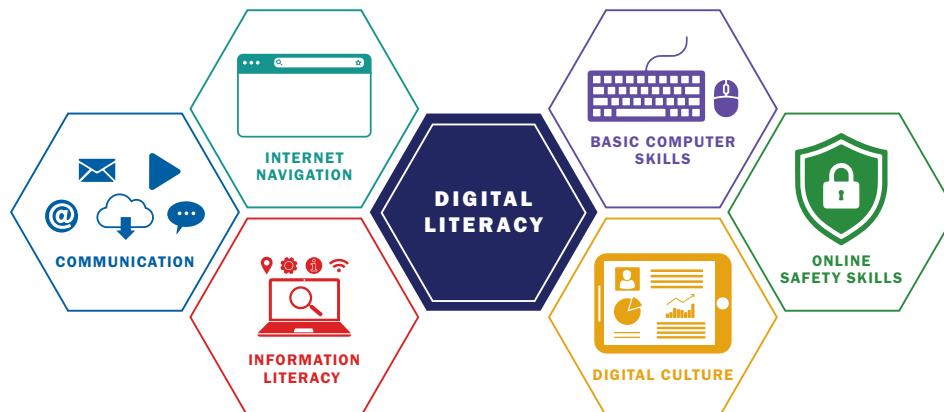
Covers critical thinking and soft skills – crucial for workplace readiness – and helps students meet WIOA requirements.

Digital Literacy

Appears 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 for every other unit in the Digital Workbook.



Career Readiness


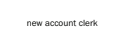

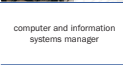
Career readiness expands students' opportunities in the workplace by preparing them for skilled work and more challenging roles. These lessons help students learn about different jobs and pathways, as well as the language and skills needed within each cluster.

- 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.

Lesson G Jobs in business UNIT 8

1 Before you read
Look at the pictures. Answer the questions.
1. What is happening in the pictures below?
2. Do you know someone who has a similar job?

2 Read
Read. Listen and read again.

Career	Job duties	Education
 administrative assistant	- Answers the telephone and directs calls - Greets office staff and helps them with jobs around the office - Uses a computer and photocopier machine	High school diploma
 new account clerk	- Helps new customers in banks and other financial companies - Explains account services to new customers - Interviews new customers for accounts	High school diploma + on-the-job training
 accountant	- Analyzes business and financial information - Prepares financial documents, reports, and plans - Advises others on financial issues	Bachelor's degree
 computer and information systems manager	- Develops, runs, and manages computer applications - Tests and fixes computer applications - Advises colleagues and customers on technology issues	Bachelor's degree

What do these jobs have in common? All four business professionals work in jobs that are important parts of operating a business. They all help or advise people. Administrative assistants support office staff and answer the telephone. New account clerks help new customers. Accountants work with the finances of a company. Computer and information systems managers work with computer applications used within a company.

How are these jobs different? There are different educational requirements. Administrative assistants and new account clerks need a high school diploma. Accountants and computer and information systems managers' jobs need a bachelor's degree. Another difference is how much they interact with customers. New account clerks work with customers every day. Administrative assistants sometimes work with customers, but they also support the other company employees. Computer and information systems managers and accountants work less with the company's customers than the other two jobs.

3 After you read
Check your understanding.
1. What is the main idea of the reading?
2. What are two things the four jobs have in common?
3. What are two ways that the four jobs are different?
4. In the job duties of an administrative assistant, what word means the same as the phrase says hello to?
5. Which of the four jobs is the most interesting to you? Provide information from the reading to support your choice.

4 Listen
A Listen and answer the questions.
1. Who are the speakers?
2. What are they talking about?
B Listen again. Put a check (✓) next to what Ping says about her job.
1. works at the front desk
2. supports other employees
3. has appointments with visitors
4. is a friendly face
5. sends emails
6. has to work slowly and carefully
7. only supports one person
8. should have a candy bowl

Listen and check your answers.
C Talk with a partner. Ask and answer the questions.
1. What does Ping say is difficult about her job?
2. Are you good at multitasking? Why or why not?
3. Are you interested in becoming an administrative assistant? Why or why not?

Useful Language
This job is a great fit for you.
→ This job suits you.

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

122 UNIT 8 UNIT 8 123

- Introduces a conversation or interview with someone on the job who shares information about the job.
- Practices language from the conversation through a communicative activity with a partner.

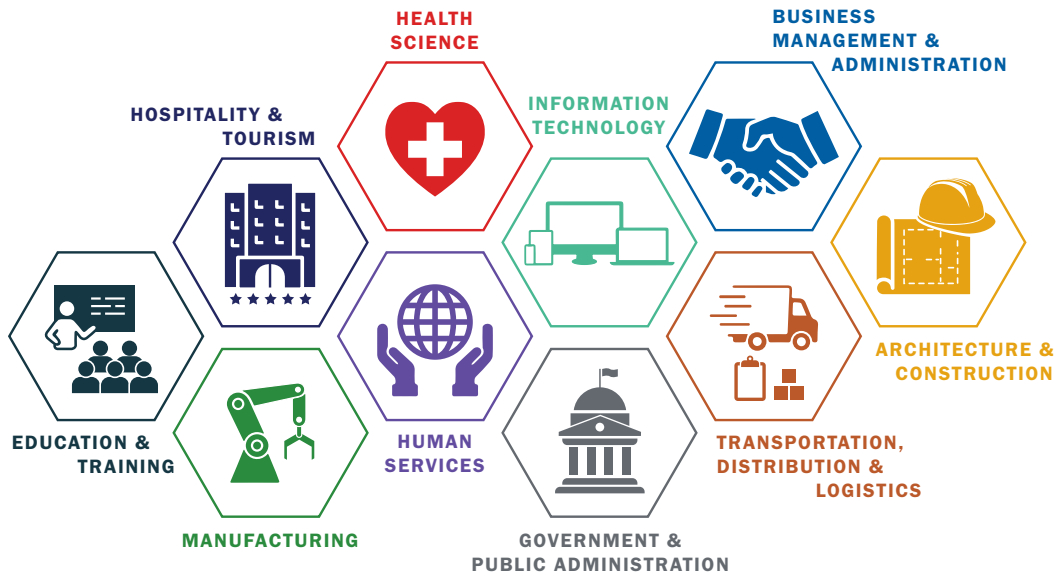
Extension

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.



CASAS

Provides practice for an activity found on the CASAS STEPS Listening test.

Review Pages

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

REVIEW

UNITS
7 & 8

1 Listening

A Listen. Put a check (✓) under the correct name.

	Clara	John
1. wants an SUV		✓
2. thinks a small car is better		
3. says an SUV is more comfortable		
4. wants to take friends for a ride		
5. wants to keep taking the bus		
6. wants to save money to buy a house		



B Listen again. What is the best summary of the conversation? Circle the answer.

- A. B. C.

Talk with a partner. Check your answers.

2 Grammar

A Write. Complete the story. Use the correct words.

Getting Work Experience

Hao has been applying for jobs as a computer technician since October. 1. will apply / has been applying
He is having / has had several interviews, but he hasn't gotten a job yet. He's afraid of 3. applying / apply again until he gets some experience. His friend Terry gave him some good advice. He said Hao 4. would / should think about 5. volunteer / volunteering at Hao's son's school. Hao wants to call the school because the school 6. has been having / has problems with the computer system for a few months. Hao is interested in 7. help / helping. It would be a win-win situation for both the school and Hao.

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

- A Who _____?
- B Hao has been applying for a job.
- A What _____?
- B He has been looking for a job as a computer technician.
- A Where _____?
- B Hao wants to volunteer at his son's school.

Talk with a partner. Ask and answer the questions.

3 Pronunciation: linking sounds

A Listen to the phrasal verbs. Pay attention to the linking sounds.

- | | | |
|----------------|------------------|-------------|
| 1. clean_up | 4. fill_out | 7. put_on |
| 2. think_about | 5. interested_in | 8. tired_of |
| 3. turn_up | 6. throw_out | |



Listen again and repeat.

B Listen and repeat. Pay attention to the linking sounds in the phrasal verbs.

- A What do you need to do?
B I have to clean_up the kitchen.
- A Can I help?
B Sure. Could you throw_out the trash?
A I'd be happy to.
- A Don't you think it's cold in here?
B It's a little cold.
A Why don't you turn_up the heat?
B That costs too much money. You can put_on my jacket.



C Talk with a partner. Practice the conversations. Pay attention to the linking sounds in the phrasal verbs.

- A Do you need some help?
B I'm interested in applying for a job here.
A OK. Just fill out this application, and return it to me.
B Thanks.
A Don't forget to put your name on it.
- A Can I help you?
B I may be interested in buying a big-screen TV.
A We have some great deals. Let me show you.
B Thanks, but I'd like to just look around some more.
- A Do you want to go to a movie tonight?
B What do you think about just staying home?
A That's fine. There's a good game on TV, we can watch the game.
A Don't forget to register for English classes.
B Fill out this form, please.
A Can you help me?
B Sure. I just need to put away these papers.
A Thank you.

D Write four questions. Use the words in Exercise 3A. Ask your partner. Remember to connect the sounds.

- Did you clean up the kitchen last night?
1. _____
2. _____
3. _____
4. _____

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** for each lesson are designed for use in multi-level classrooms where proficiency levels differ.
- **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 post-exit employment goals.
- **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*

- 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 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
Welcome Unit Pages 2–5	0.1, 2.7	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings Listening STEPS Dialogue: Continue the conversation; Details: Retell key details
Unit 1 Personal Information Pages 6–19	0.1, 0.2, 2.5, 4.1, 4.3, 4.4, 4.6, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Locate/Compare details; Retell key details; Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Inference: Infer/Draw conclusions Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 2 At school + Unit 1 and 2 Review Pages 20–35	0.1, 0.2, 2.3, 4.1, 4.3, 4.4, 4.6, 4.8, 6.0, 7.1, 7.2, 7.3, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Locate/Compare details Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 3 Friends and family Pages 36–49	0.1, 0.2, 1.4, 1.7, 2.3, 2.5, 3.4, 4.1, 4.3, 4.4, 4.8, 5.3, 5.6, 6.0, 7.1, 7.2, 7.4, 7.5, 8.2, 8.3	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 4 Health + Unit 3 and 4 Review Pages 50–65	0.1, 0.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 5 Around town Pages 66–79	0.1, 0.2, 2.2, 2.3, 2.6, 2.7, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic

For more details and correlations to other state standards, go to: cambridgeone.org

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
	ELPS: L3.2, L3.10, L4.2, L4.10
<p>Interpretive Determine the main idea and key details in a conversation about weekend activities; Determine the main idea and key details in a reading about personality and jobs; Use context clues to determine the meaning of vocabulary related to personality types.</p> <p>Productive Deliver a short oral presentation about a classmate's likes and dislikes; Compose a paragraph about the right job for a specific personality type; Report on an Internet research project about personality types.</p> <p>Interactive Participate in conversations about likes and dislikes; Discuss with a partner each other's writing about someone whose job is right for their personality type.</p>	ELPS: L3.1, L3.2, L3.3, L3.5, L3.8, L3.10, L4.2, L4.3, L4.5, L4.8, L4.10
<p>Interpretive Determine the main topic and key details in conversation about study problems and solutions; Determine the main topic and key details in a written text about setting goals to practice English; Use context clues to determine the meaning of vocabulary about study skills.</p> <p>Productive Compose a paragraph about strategies for learning English; Deliver a short oral presentation about a classmate's study problems; Report on a short research project about your goals for studying English.</p> <p>Interactive Participate in conversations about studying problems; Discuss with a partner each other's writing about strategies for learning English.</p>	ELPS: L3.1, L3.2, L3.3, L3.5, L3.8, L3.10, L4.1, L4.2, L4.3, L4.5, L4.8, L4.10
<p>Interpretive Determine the main topic and key details in a conversation about borrowing and lending; Determine the main topic and key details in a written text about neighborhood watch; Use a dictionary entry to determine the meaning of vocabulary of two-word <i>verbs</i>.</p> <p>Productive Compose a paragraph about neighbors; Deliver a short oral presentation about a classmate's reason for coming to this country; Report on an Internet research project about volunteering.</p> <p>Interactive Participate in conversations about why you came to this country; Discuss with a partner each other's writing about neighbors.</p>	ELPS: L3.1, L3.2, L3.4, L3.5, L3.6, L3.7, L3.8, L3.10, L4.1, L4.2, L4.4, L4.5, L4.6, L4.7, L4.8, L4.10
<p>Interpretive Determine the main topic and key details in a conversation about staying healthy; Determine the main topic and key details in a written text about plants that help you stay healthy; Use a dictionary entry to determine the meaning of vocabulary about health.</p> <p>Productive Compose a paragraph about beneficial plants; Deliver a short oral presentation about a classmate's health habits; Report on a short research project about staying healthy.</p> <p>Interactive Participate in conversations about health habits; Discuss with a partner each other's writing about beneficial plants.</p>	ELPS: L3.1, L3.2, L3.3, L3.5, L3.8, L3.10, L4.1, L4.2, L4.3, L4.5, L4.8, L4.10
<p>Interpretive Determine the main topic and key details in a conversation about weekend entertainment; Determine the main topic and key details in a written text about an outdoor concert; Use context clues to determine the meaning of vocabulary about weekend entertainment.</p> <p>Productive Compose a paragraph about a concert, movie or performance you have seen; Deliver a short oral presentation about a classmate's activities; Report on an Internet research project about weekend activities in your city.</p> <p>Interactive Participate in conversations about activities you have done; Discuss with a partner each other's writing about a concert, movie, or performance you have seen.</p>	ELPS: L3.1, L3.2, L3.5, L3.6, L3.7, L3.8, L3.9, L3.10, L4.1, L4.2, L4.3, L4.5, L4.6, L4.7, L4.8, L4.9, L4.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 Time + Unit 5 and 6 Review Pages 80–95	0.1, 0.2, 1.1, 2.3, 2.7, 4.1, 4.3, 4.4, 4.8, 6.0, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings Details: Retell key details Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation Details: Retell key details Main Idea: Identify the main topic Summary: Summarize
Unit 7 Shopping Pages 96–109	0.1, 0.2, 1.1, 1.2, 1.3, 1.4, 1.8, 4.1, 4.3, 4.4, 4.8, 6.0, 6.5, 7.1, 7.2, 7.3, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings Details: Retell key details; Main Idea: Identify the main topic Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 8 Work + Unit 7 and 8 Review Pages 110–125	0.1, 0.2, 2.3, 2.4, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize
Unit 9 Daily living Pages 126–139	0.1, 0.2, 1.2, 1.4, 2.3, 2.5, 2.7, 3.4, 4.1, 4.3, 4.4, 4.8, 5.3, 5.6, 6.0, 7.1, 7.2, 7.4, 7.5, 8.3	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic
Unit 10 Free time + Unit 9 and 10 Review Pages 140–155	0.1, 0.2, 1.2, 2.1, 2.3, 2.5, 2.7, 4.1, 4.3, 4.4, 4.8, 6.0, 6.5, 7.1, 7.2, 7.4, 7.5	Reading STEPS Vocabulary: Understand high- frequency words; Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Main Idea: Identify the main topic Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize

For more details and correlations to other state standards, go to: cambridgeone.org

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
<p>Interpretive Determine the main topic and key details in a conversation about time management; Determine the main topic and key details in a written text about unspoken rules about time; Use prefixes to determine the meaning of vocabulary about time.</p> <p>Productive Compose a paragraph about being a strong or weak time manager; Deliver a short oral presentation about a classmate's daily activities; Report on a short research project about managing study time.</p> <p>Interactive Participate in conversations about daily activities; Discuss with a partner each other's writing about strong and weak time managers.</p>	<p>ELPS: L3.1, L3.2, L3.5, L3.8, L3.9, L3.10, L4.1, L4.2, L4.5, L4.8, L4.9, L4.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about buying things on credit; Determine the main topic and key details in a written text about problems with a credit card; Use context clues to determine the meaning of vocabulary about credit.</p> <p>Productive Compose a paragraph about suggestions for saving money; Deliver a short oral presentation about a classmate's credit cards and budgeting; Report on a short research project using an advertisement for something you want to buy.</p> <p>Interactive Participate in conversations about credit cards and budgeting; Discuss with a partner each other's writing about ways to save money.</p>	<p>ELPS: L3.1, L3.2, L3.5, L3.8, L3.9, L3.10, L4.1, L4.2, L4.5, L4.8, L4.9, L4.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about a job interview; Determine the main topic and key details in a written text about the process of finding a job; Use context clues to determine the meaning of vocabulary about finding a job.</p> <p>Productive Compose a thank-you letter; Deliver a short oral presentation about a classmate's goals; Report on an Internet research project about interview questions.</p> <p>Interactive Participate in conversations about goals; Discuss with a partner each other's thank-you letters.</p>	<p>ELPS: L3.1, L3.2, L3.5, L3.8, L3.7, L3.10, L4.1, L4.2, L4.5, L4.7, L4.8, L4.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about a crime; Determine the main topic and key details in a written text about community action; Use context clues to determine the meaning of vocabulary about community action.</p> <p>Productive Compose a paragraph about an emergency that happened to you or someone you know; Deliver a short oral presentation about a situation that happened to a classmate; Report on a short research project about things you need for your house or apartment.</p> <p>Interactive Participate in conversations about a situation that happened to you; Discuss with a partner each other's writing about an emergency that happened.</p>	<p>ELPS: L3.1, L3.2, L3.5, L3.8, L3.9, L3.10, L4.1, L4.2, L4.5, L4.7, L4.8, L4.9, L4.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about planning a trip; Determine the main topic and key details in a written text about Alcatraz in San Francisco; Use context clues to determine the meaning of vocabulary about Alcatraz in San Francisco.</p> <p>Productive Compose a paragraph about a tourist attraction in your city; Deliver a short oral presentation about a classmate's weekend trip plans; Report on an Internet research project about a local hotel you would like to visit.</p> <p>Interactive Participate in conversations about planning a weekend trip; Discuss with a partner each other's writing about a local tourist attraction.</p>	<p>ELPS: L3.1, L3.2, L3.3, L3.5, L3.8, L3.10, L4.1, L4.2, L4.3, L4.5, L4.8, L3.10, L4.10</p>

UNIT 8

WORK

Lesson A Listening

1 Before you listen

- A What do you see?
- B What is happening?
- C What's the story?

1



2

Mr. Leong



3

Tony



4



5



Lesson B Present perfect continuous

1 Grammar focus: questions and statements with *for* and *since*

Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.



Watch

QUESTIONS	SHORT ANSWERS	
Have you been living here for a long time?	Yes, I have .	No, I haven't .
Has Tony been working here for a long time?	Yes, he has .	No, he hasn't .
Have they been working here for a long time?	Yes, they have .	No, they haven't .
How long have you been looking for a job?	Since October. For about a year.	
How long has Tony been working as a teacher's assistant?		
How long have they been working at the school?		
STATEMENTS		
I've been waiting for a long time.		
Lida has been waiting since 2:00.		
We've been waiting all morning.		

2 Practice

A Write. Complete the sentences. Use the present perfect continuous with *for* or *since*.

- A** How long has Talia been practicing for her driving test?
(practice)

B For about three months.
- A** _____ you _____ here for a long time?
(work)

B No, I _____. I started six days ago.
- A** How long _____ Yin _____ for a job?
(look)

B _____ last year.
- A** _____ Mr. Rivera _____ people all day?
(interview)

B Yes, he _____.
- A** How long _____ you _____ to get an interview?
(wait)

B _____ March.
- A** How long _____ they _____ to night school?
(go)

B _____ one year.

Useful Language


Use *since* with specific times.
Since 2011.
 Use *for* with periods of time.
For two months.



Listen

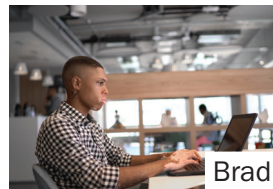
Listen and check your answers. Then practice with a partner.

B Talk with a partner. Ask and answer questions. Use *for* or *since*.

- A** How long has Sandra been talking on the phone? 
- B** For 20 minutes.



1. talk / _____
20 minutes
2. wait / _____
8:00
3. study / _____
this morning
4. practice
keyboarding /
_____ 10:30





5. paint the house /
_____ two
days
6. work in the
restaurant /
_____ 2022
7. look for a job /
_____ several
weeks
8. attend this school /
_____ last
semester

Write a sentence about each picture.

Sandra has been talking on the phone for 20 minutes.

3 Communicate

A Talk with your classmates. Find a person who does each activity. Ask how long the person has been doing it. Complete the chart.

- A** Do you drive? 
- B** Yes, I do.
- A** How long have you been driving? 
- B** For about six years. / Since 2019.

Activity	Activity	How long?
drive	Josefina	for six years / since 2019
cook for yourself		
attend this school		
work in this country		
speak English		
use a computer		

B Share information about your classmates.

1 Grammar focus: separable phrasal verbs

A phrasal verb is a verb + preposition. The meaning of the phrasal verb is different from the meaning of the verb alone. These phrases are separable because you can put the second part of the phrase before or after the object.

STATEMENTS

Alfred **handed out** the papers.

He **handed** the papers **out**.

He **handed** them **out**.



Watch

Common separable phrasal verbs

call back	hand out	turn down
clean up	put away	turn off
fill out	throw out / away	turn up

Useful Language

papers → them
application → it

2 Practice

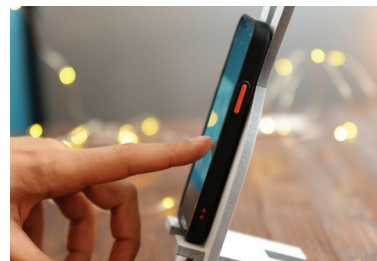
A Write. Complete the sentences.



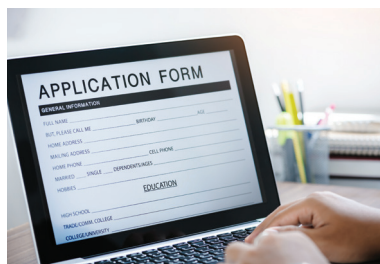
1. She's **handing out** papers.
She's handing the papers out.
She's handing them out.



2. He's _____ the cups.
He's **throwing** the cups **away**.
He's _____ them _____.



3. He's _____ the volume.
He's _____ the volume _____.
He's **turning** it **up**.



4. She's **filling out** a job application.
She's _____ the application _____.
She's _____ it _____.



5. She's _____ the lamp.
She's **turning** the lamp **off**.
She's _____ it _____.



6. He's **putting away** the clothes.
He's _____ the clothes _____.
He's _____ them _____.

Listen and check your answers.



Listen

B Talk with a partner. Make requests. Use the verbs in the box.

A Please turn the lights off.



B OK. I'll turn them off.

call back clean up put away throw out turn down turn off

Useful Language

To make a polite request, you can use:

Please . . .

Would you please . . . ?

Could you please . . . ?



1. lights



2. heat



3. lunchroom



4. Mr. Jones



5. trash



6. books

Write sentences about each picture.

Please turn the lights off.

3 Communicate

A Work in a small group. Ask and answer the questions.

1. Have you ever filled out an application form? Where? When?
2. Did you put anything away last night? What was it?
3. Is there someone you need to call back? Who?
4. What things do you want to throw away?
5. What things do you turn on, off, or up?
6. Is there anything you need to clean up? What is it?

B Share information about your classmates.

1 Before you read

Talk with your classmates. Answer the questions.

1. How many dates are in the reading? What are they?
2. What is the reading about?
3. What is a *blog*? Have you ever seen one?

Reading tip

Scan the text for specific information. Look quickly to find dates. When you find the information you need, stop reading.

2 Read

Read the blog. Listen and read again.



Listen

Eden's Blog



MONDAY 9/29
I had my interview today! I gave the interviewer a big smile and a firm handshake. I answered her questions with confidence. I'll let you know if I get the job.

THURSDAY 9/25
Great news! One of the companies from the job fair finally called me back! I've been preparing for the job interview all day. I'm really excited. I'm going to have a practice interview with some classmates today. That will prepare me for the real one.

WEDNESDAY 9/24
I've been feeling depressed about the job search lately, but my counselor at school told me I shouldn't give up. He said I need to be patient. Today, I organized my papers. I made lists of the places I have applied to and the people I have talked to. I also did some more research online.

TUESDAY 9/16
Today, I went to a job fair at my college. I filled out several applications and handed out some résumés. There were about 20 different companies there. Several of them said they were going to call me back. Wish me luck!

MONDAY 9/15
Hello fellow job searchers! I have been looking for a job for several weeks. Everyone tells me that it's critical to network, so I've been telling everyone I know. I've been calling friends, relatives, and teachers to tell them about my job search. If you have any good job-searching tips, please share them with me!

3 After you read

A Scan the blog for Eden’s activities. Match them with the dates.

- | | |
|-------------------------|--|
| 1. Monday 9/15 _____ | a. She had a practice interview with her classmates. |
| 2. Tuesday 9/16 _____ | b. She had a job interview. |
| 3. Wednesday 9/24 _____ | c. She organized her papers. |
| 4. Thursday 9/25 _____ | d. She’s been telling everyone about her job search. |
| 5. Monday 9/29 _____ | e. She went to a job fair. |



B Check your understanding.

1. What is the main purpose of the blog?
2. Who did she network with?
3. How did she get a job interview?
4. According to the blog, what is a good way for Eden to prepare for the job interview?
5. In the Wednesday 9/24 entry, which word means unhappy and without hope?
6. Based on the most recent blog post, what can you assume about Eden's job interview? Use evidence from the blog to support your answer.

C Build your vocabulary.

1. Read the dictionary entry for *critical*. How many definitions are there?

critical /adj/ 1 saying that someone or something is bad or wrong
 2 giving opinions on books, plays, films, etc.
 3 very important; essential – *critically* /adv/

2. Find the vocabulary in the reading. Underline the words. Find each word in a dictionary. Copy the part of speech and the definition that best fits the reading.

Vocabulary	Part of speech	Definition
1. critical	<i>adjective</i>	<i>very important; essential</i>
2. network		
3. fair		
4. patient		
5. firm		
6. confidence		

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

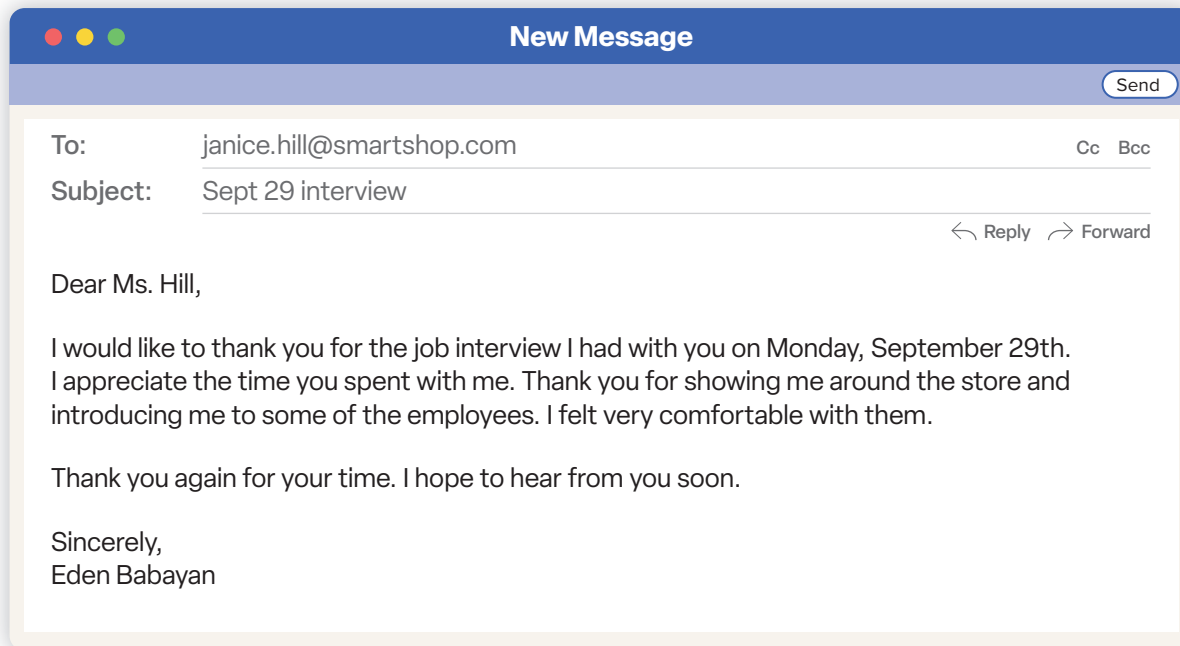
1. What is your most critical goal right now?
2. If you are trying to find a job, who can you network with?
3. How can you show confidence in a job interview?

→ For academic skills practice, please see pages 177–179.



1 Before you write

- A Talk with a partner.** Who do you send thank-you emails to? Make a list. Share your list with the class.
- B Read the thank-you email.**



Work with a partner. Answer the questions.

1. Who wrote the email?
2. Who did she write it to?
3. What is the purpose of the email?
4. What information is in the first sentence?
5. How many times did the writer say *thank you*?
6. What does Eden want to happen next?
7. How does the writer end the email?

C Plan a formal thank-you email. Complete the information.

Name and address of the person or business you are thanking:

Reason for saying thank you:

Something specific you appreciate:

2 Write

Write a formal thank-you email to a person or a business.

Say why you are thanking the person and mention something specific that you appreciated. Thank the person again at the end of the email. Use the email in Exercise 1B and the information in Exercise 1C to help you.

 **Writing tip**

In a thank-you email, include:

- why you are thanking the person
- what you appreciate
- another thank you at the end

3 After you write

A Check your writing.

	Yes	No
1. My first sentence says why I am thanking the person.	<input type="checkbox"/>	<input type="checkbox"/>
2. I mentioned something specific that I appreciated.	<input type="checkbox"/>	<input type="checkbox"/>
3. I thanked the person again at the end of the email.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your email to a partner.
2. Comment on your partner's email. Ask your partner a question about the email. Tell your partner one thing you learned.

1 Life-skills reading

Occupational projections and worker characteristics

Occupation	Job openings due to growth and replacements * 2022-2032	Percent Employment change, 2022-2032	Typical education needed for entry
Restaurant cooks	278	20.4	No formal education credential
Dental hygienists	16	7.4	Associate degree
Heating and air conditioning mechanics and technicians	23	5.5	Post-secondary technical non-degree award
Medical assistants	106	13.9	Post-secondary technical non-degree award
Veterinary technologists and technicians	25	20.5	Associate degree
Wind turbine service technicians	5	44.9	Post-secondary technical non-degree award

* Numbers in thousands

Source: <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm#top>

A Read the questions. Look at the chart. Fill in the answers.

- What word in the chart means *guesses about the future*?
 - A projections
 - B characteristics
 - C entry
 - D openings
- Which occupations will have the largest percent increase in growth from 2022 to 2032?
 - A veterinary technologists and technicians and wind turbine service technicians
 - B veterinary technologists and technicians and medical assistants
 - C heating and air conditioning mechanics and technicians and dental hygienists
 - D restaurant cooks and medical assistants
- What is the growth in number of jobs from 2022 to 2032 for dental hygienists?
 - A 16
 - B 160
 - C 1,600
 - D 16,000
- The main purpose of this chart is _____.
 - A to show the salary information for certain jobs
 - B to show the changes in education for certain jobs
 - C to show the changes in demand for certain jobs over ten years
 - D to show the job duties for certain jobs

B Solve the problem. Give your opinion.

Alex has been working in a fast food restaurant for over a year. He works as a busser, cashier and cook. He would like to be a restaurant manager some day, but that requires a high school diploma or equivalent. He dropped out of high school after two years. What should he do?

2 Grammar connections: present continuous and present perfect continuous

Use the present continuous to talk about an activity that is happening at the moment of speaking.

My classmate **is writing** in her book right now.

Use the present perfect continuous to talk about an activity that started in the past and continues to the present.

I've been writing emails for two hours.



Watch

A Work in a small group. Play the game. Write your name on a small piece of paper. Flip a coin to move your paper. Then tell your group your answer to the question in the square. Use the present continuous or the present perfect continuous in your answer. Take turns.

“Choose someone in the classroom. What is he/she wearing?” OK. I'll describe Tonya. She's wearing . . .



B Share information about your classmates.

Tonya is wearing a red and blue sweater.

Digital Literacy

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



Watch

Lesson G Jobs in business

1 Before you read

Look at the pictures. Answer the questions.

1. What is happening in the pictures below?
2. Do you know someone who has a similar job?

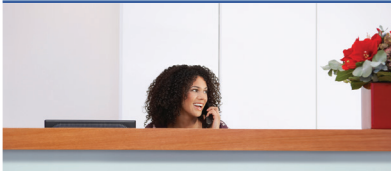



Listen

2 Read

Read. Listen and read again.

Jobs in business

Career	Job duties	Education
 administrative assistant	<ul style="list-style-type: none"> - Answers the telephone and directs calls - Greets office staff and helps them with jobs around the office - Uses a computer and photocopier machine 	High school diploma
new account clerk	<ul style="list-style-type: none"> - Helps new customers in banks and other financial companies - Explains account services to new customers - Interviews new customers for accounts 	High school diploma + on-the-job training
 accountant	<ul style="list-style-type: none"> - Analyzes business and financial information - Prepares financial documents, reports, and plans - Advises others on financial issues 	Bachelor's degree
computer and information systems manager	<ul style="list-style-type: none"> - Develops, runs, and manages computer applications - Tests and fixes computer applications - Advises colleagues and customers on technology issues 	Bachelor's degree

What do these jobs have in common? All four business professionals work in jobs that are important parts of operating a business. They all help or advise people. Administrative assistants support office staff and answer the telephone. New account clerks help new customers. Accountants work with the finances of a company. Computer and information systems managers work with computer applications used within a company.

How are these jobs different? There are different educational requirements. Administrative assistants and new account clerks need a high school diploma. Accountants and computer and information systems managers' jobs need a bachelor's degree. Another difference is how much they interact with customers. New account clerks work with customers every day. Administrative assistants sometimes work with customers, but they also support the other company employees. Computer and information systems managers and accountants work less with the company's customers than the other two jobs.

3 After you read

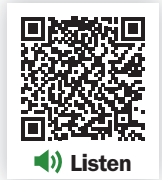
Check your understanding.

1. What is the main idea of the reading?
2. What are two things the four jobs have in common?
3. What are two ways that the four jobs are different?
4. In the job duties of an administrative assistant, what word means the same as the phrase says *hello to*?
5. Which of the four jobs is the most interesting to you? Provide information from the reading to support your choice.

4 Listen

A Listen and answer the questions.

1. Who are the speakers?
2. What are they talking about?



B Listen again. Put a check (✓) next to what Ping says about her job.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> works at the front desk | 5. <input type="checkbox"/> sends emails |
| 2. <input type="checkbox"/> supports other employees | 6. <input type="checkbox"/> has to work slowly and carefully |
| 3. <input type="checkbox"/> has appointments with visitors | 7. <input type="checkbox"/> only supports one person |
| 4. <input type="checkbox"/> is a friendly face | 8. <input type="checkbox"/> should have a candy bowl |

Listen and check your answers.

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

1. What does Ping say is difficult about her job?
2. Are you good at multitasking? Why or why not?
3. Are you interested in becoming an administrative assistant? Why or why not?

Useful Language

This job is a great fit for you.
= *This job suits you.*

Learn about jobs in business

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



4th Edition

Ventures



3

Workbook

 **CAMBRIDGE**

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

Lesson A Listening

1 Read and complete the paragraph. Then listen.

degree employed gets along personnel reliable shift strengths



Listen

Marina is from Senegal and has been living in the United States for one year. She has been employed¹ as a cashier in a pharmacy for about six months. She has several _____² as an employee. She is _____³ and friendly. She also _____⁴ well with her coworkers. She is taking business courses at night and wants to get a _____⁵ in hotel management.

Last week, she applied for a job as a reservations clerk at a big hotel. In the future, she hopes to get a job as an assistant manager or a manager. Today she got a call from the _____⁶ manager asking her to come in for an interview.

Marina is confident that she can do the job. She speaks English well, and she speaks French fluently. She knows how to use a computer, a credit card machine, and a copy machine. However, she can't work the night _____⁷ because of her business classes.

2 Complete the chart. Use the information about Marina in Exercise 1.

	Topic	Marina's answers
1.	Job she is applying for	<i>reservations clerk</i>
2.	Native country	
3.	Current job	
4.	Office equipment she can use	
5.	Strengths	

3 Answer the personnel manager's questions. Use the information about Marina in Exercise 1.

1. **A** Where are you from?
B *I'm from Senegal.* _____
2. **A** What kind of work do you do?
B _____
3. **A** What office equipment can you use?
B _____
4. **A** What other job skills do you have?
B _____
5. **A** Are you taking any classes to improve your job skills?
B _____
6. **A** What are your personal strengths?
B _____

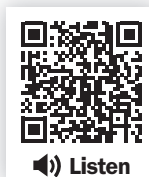
4 Complete the sentences.

background employed get along interview shift strengths

1. I have many friends at school. I get along with everybody.
2. I don't have a job now. I am not currently _____.
3. One of my _____ is that I am very reliable.
4. I have a job _____ next week.
5. I can't work during the day. I need to work the night _____.
6. Can you tell me more about your _____? I'd like to know more about you.

5 Listen. Then circle the correct words.

1. Geraldo is applying for a job as a **building manager** / **an electrician**.
2. Geraldo is from **Argentina** / **Canada**.
3. At the moment he's working part-time as a **plumber** / **custodian**.
4. Geraldo tells Ms. Lee that he is **hardworking** / **qualified**.



Lesson B Present perfect continuous

Study the chart and explanation on page 149.

1 Complete the chart.

2:00 p.m. a long time morning September Tuesday week
2019 day one hour three months two weeks year

for	since	all
<i>a long time</i>		

2 Write sentences. Use the present perfect continuous with *for*, *since*, or *all*.

1. Kendra / work / in the library / October

Kendra has been working in the library since October.

2. Andrew and Marta / study computers / two years

3. Carla / look for a job / January

4. I / wait for an interview / 1:30 p.m.

5. You / talk on the phone / two hours

6. We / use the library computers / morning

7. Kemal / drive a cab / 20 years

8. Gloria / cook / day

3 Write questions and two answers. Use the present perfect continuous with *for* and *since*.

1. Alicia and Claire started painting the house at 11:00 a.m. It is now 11:30 a.m.
A How long *have Alicia and Claire been painting the house* _____ ?
B Since *11:00 a.m.* _____
For *30 minutes.* _____

2. Inez started cooking at 4:00 p.m. It is now 6:00 p.m.
A How long _____ ?
B Since _____
For _____

3. Tony and Leon started studying computers on June 1st. Today is July 1st.
A How long _____ ?
B Since _____
For _____

4. Yoshi started working in the restaurant on Tuesday – five days ago.
A How long _____ ?
B Since _____
For _____

5. I started using a time-management app in August. It is now November.
A How long _____ ?
B Since _____
For _____

6. Lenka started driving this morning at 10:00 a.m. It is now 1:00 p.m.
A How long _____ ?
B Since _____
For _____

7. Juan started attending this school four weeks ago. It is now February.
A How long _____ ?
B Since _____
For _____



Lesson C Phrasal verbs

Study the explanation and list of phrasal verbs on page 152.

1 Complete the sentences.

away back down out up

1. I'm busy now. Could you please call back later?
2. Could you please fill _____ this application?
3. I don't want to listen to music. Could you turn _____ the volume?
4. Could you clean _____ your room, please?
5. Please put _____ your dictionary. You can't use it during the test.

2 Look at the words in bold. Write the sentences again with *him, it, or them*.

1. Anton needs to turn down **the music**.

He *needs to turn it down* _____.

2. Rita is cleaning up **the kitchen**.

She _____.

3. Martine is throwing away **old newspapers**.

She _____.

4. The students are putting away **their books**.

They _____.

5. I need to call back **my father**.

I _____.

3 Complete the sentences. Use phrasal verbs and *her, it, or them*.

1. These clothes are clean. Please put them away.
2. Your room is a mess! Please clean _____.
3. Your wife just called and left a message. Please call _____.
4. The volume on your phone is not loud enough. Please turn _____.
5. Here is the job application. Please fill _____.

4 Add the missing word in each sentence.

1. I don't have time to call ^{him} back. (him)
2. There's too much trash. Please throw out. (it)
3. We don't need these winter jackets anymore. Please put them. (away)
4. I want to watch TV. Let's turn on. (it)
5. It's too bright in here. Please turn off. (the lamp)

5 Complete the sentences.

call back clean up hand out put away



She's putting away her clothes.
 She's putting her clothes away.
 She's putting them away.



She's _____ the tests.
 She's _____ the tests _____.
 She's _____ them _____.



He's _____ the kitchen.
 He's _____ the kitchen _____.
 He's _____ it _____.



He's _____ Doctor Kim.
 He's _____ Doctor Kim _____.
 He's _____ him _____.

1 Scan the blog. Answer the questions. Then listen and read.



Listen

Ivan's Blog

Account Photos Journal Wall

Friday 3/06	It's been a busy week! I've been learning a lot, and I'm excited about learning more.	
Thursday 3/05	Today, I was really tired. I almost fell asleep on the train coming home. I was too tired to cook dinner and fell asleep in front of the TV. This job is harder than I expected. I feel a bit depressed.	
Wednesday 3/04	Today, I went to lunch with two of my coworkers. I think I'm starting to make friends here! They told me it's hard work. I'm worried about that, but I'm not going to give up!	
Tuesday 3/03	I've been trying very hard to talk to everyone here because it's important to network. I'm not very confident yet, but I have been smiling at everyone and introducing myself. Most people are really friendly, but some are too serious and don't say much!	
Monday 3/02	The first day in my new job! All morning, I filled out forms for the human resources department. In the afternoon, I met the other people on my team and learned how to use the copier. There's a lot to learn, but I'll try to be patient.	

If you have any tips about starting a new job, please share them with me!

1. Who wrote the blog?

Ivan wrote the blog.

2. What is the blog about?

3. How long has the writer been writing the blog?

4. What does the writer ask readers to do?

2 Number the events from Ivan’s blog in Exercise 1 in the order they happened.

- ___ Ivan almost fell asleep on the train home.
- ___ Ivan met the other people on his team.
- ___ Ivan had lunch with his coworkers.
- 1 Ivan filled out human resources forms.
- ___ Ivan was too tired to cook dinner.
- ___ Ivan learned how to use the copier.

3 Match the days with Ivan’s feelings. Use the information in Ivan’s blog in Exercise 1.

- | | |
|--------------------|-------------------------|
| 1. Monday <u>d</u> | a. not confident |
| 2. Tuesday ___ | b. depressed |
| 3. Wednesday ___ | c. excited |
| 4. Thursday ___ | d. trying to be patient |
| 5. Friday ___ | e. a little worried |

4 Find the adjectives in Ivan’s blog. Underline them. Then circle the definition that best fits the reading.

- | | | |
|--------------|----------------------------|-----------------|
| 1. confident | <u>a.</u> sure of yourself | b. firm |
| 2. serious | a. critical | b. quiet |
| 3. depressed | a. unhappy | b. sick |
| 4. busy | a. filled with people | b. working hard |
| 5. excited | a. nervous | b. happy |
| 6. patient | a. not angry | b. able to wait |

5 Complete the chart. Use a dictionary to help you.

	Adjective	Noun
1.	confident	<i>confidence</i>
2.	depressed	
3.	excited	
4.	patient	
5.	serious	

1 Complete the thank-you email. Use the information in the chart.

Your name	Sarah Bonarelli
Your email address	sarah.bonarelli3@netmail.com
Today's date	August 17, 2024
Name of interviewer	Ms. Ann Robinson
Interviewer's title	Office Manager
Interviewer's email address	arobinson@cityofficeservices.com
Date of interview	August 16, 2024
Reason for saying thank you	Job interview on Friday, August 16th
Something specific you appreciate	You saw the office and learned about the company.

● ● ●
New Message
Send

From: _____

To: _____ Cc Bcc

Subject: Interview

Date: _____ ↩ Reply ↪ Forward

Dear _____:

I would like to thank you for the _____ I had with you on _____ . I appreciate the time you spent with me.

I enjoyed seeing the _____ and learning more about the _____ .

Thank you again for your time. I hope to hear from you soon.

Sincerely,

1 Read the questions. Look at the chart. Then fill in the correct answers.

Changing Job Market 2022 to 2032				
Occupation	Jobs in 2022	Jobs in 2032	Change	Percent Change
Home health aides	3,715,500	4,520,100	+804,600	+22%
Registered nurses	3,172,500	3,349,900	+177,400	+6%
Retail sales workers	4,031,700	3,955,100	-76,600	-2%
Post office workers	504,300	465,300	-39,000	-8%
Construction laborers	1,624,800	1,682,700	+57,900	+4%
Restaurant cooks	2,729,300	2,904,600	+175,300	+6%

Source: U.S. Bureau of Labor Statistics

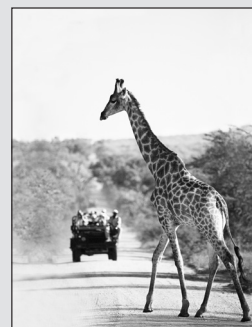
- Which job will increase the most in percent in ten years?
 - A registered nurse
 - B home health aide
 - C post office worker
 - D retail sales worker
- Which is probably not a good job to plan for in 2032?
 - A retail sales worker
 - B restaurant cook
 - C home health aide
 - D construction laborer
- According to the chart, which is probably the best job area in 2032?
 - A restaurant work
 - B retail
 - C construction
 - D health care
- Which job employed the most people in 2022?
 - A home health aide
 - B restaurant cook
 - C construction laborer
 - D retail sales worker
- Of the jobs that increase, which job increases the least?
 - A construction laborers
 - B registered nurses
 - C post office workers
 - D restaurant cooks
- What information is included in this chart?
 - A Salary information about jobs over ten years
 - B The changing demand for jobs over ten years
 - C A comparison of the most popular jobs
 - D The most important jobs of 2022

2 Complete the sentences. Use the present continuous and the present perfect continuous.

- | | |
|---|---|
| <p>1. Eliza / read a mystery story
 <u>Eliza's reading a mystery story</u> now.
 <u>She's been reading</u> it for the last three hours.</p> | <p>4. Esteban / look for a job
 _____ now.
 _____ for six months.</p> |
| <p>2. The Jensens / live in Miami
 _____ now.
 _____ there for three years.</p> | <p>5. Jun / organize his papers
 _____ now.
 _____ them since this morning.</p> |
| <p>3. I / study Russian
 _____ in the language lab now.
 _____ since last year.</p> | <p>6. Julie / write her blog
 _____ at home now.
 _____ since last January.</p> |

3 Complete the story. Use the present continuous or the present perfect continuous.

Megan has been working as an office assistant in a big technology company for about five years. Lately, she _____ bored with her job. It's the same routine every day. Recently, she _____ for some different career ideas. Last week, she saw an article about a job in a safari park in Botswana, a country in Africa. So, now she _____ to apply for a job there. At the moment, she _____ a letter to the safari park, and she _____ a lot of books about Botswana. She says, "For the last five years, I _____ to work at the same place every day. Now I _____ the first step toward an exciting change in my life."



3 Complete the sentences.

advises develop direct explain fix greet interview

1. My job is to _____ *fix* _____ things when they go wrong.
2. In the morning, I always _____ my colleagues in a friendly way.
3. When I get a phone call that isn't for me, I _____ calls to the correct people or departments.
4. I _____ different account services to customers.
5. In my job, I often _____ customers. I ask questions to find out what they want and what services are good for them.
6. Our accountant _____ us on financial issues.
7. After I _____ a new computer application, I test it many times.

4 Listen. Check the five things that a new accounts clerk needs to do.

- explain financial services and products
- help other employees
- visit other banks
- ask questions and remember the answers
- know about things in detail
- do only one thing at a time
- answer questions
- be friendly to customers

**5 Complete the sentences.**

advice fit friendly services support

1. I give _____ *advice* _____ on financial issues.
2. I like to be a _____ face to people when they come into the office.
3. This job is a great _____ for me because I like talking to people.
4. I want to be a helpful source of _____ to my colleagues.
5. I explain all the financial _____.