

SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Welcome pages 2–5	<ul style="list-style-type: none"> ■ Exchanging information ■ Discussing study habits and strategies 	<ul style="list-style-type: none"> ■ Listening to people talk about study habits and strategies ■ Asking about study habits and strategies ■ Talking about classmates' study habits and strategies 	<ul style="list-style-type: none"> ■ Study habits and strategies 	<ul style="list-style-type: none"> ■ Past continuous and simple past ■ Present perfect
Unit 1 Personal information pages 6–19 Topic: Ways to be smart	<ul style="list-style-type: none"> ■ Describing personal strengths ■ Expressing opinions ■ Expressing agreement and disagreement 	<ul style="list-style-type: none"> ■ Asking about aptitudes ■ Discussing multiple intelligences ■ Giving opinions 	<ul style="list-style-type: none"> ■ Adjectives and adverbs ■ Multiple intelligences ■ Prefixes and roots 	<ul style="list-style-type: none"> ■ Nouns, verbs, adjectives, and adverbs ■ Noun clauses with <i>that</i> ■ <i>so</i> and <i>that</i>
Unit 2 At school pages 20–33 Topic: Planning for success	<ul style="list-style-type: none"> ■ Inquiring about education opportunities ■ Describing education goals ■ Describing successful people 	<ul style="list-style-type: none"> ■ Asking about courses and classes ■ Discussing how to continue one's education ■ Discussing obstacles and successes 	<ul style="list-style-type: none"> ■ Education and careers ■ Education requirements 	<ul style="list-style-type: none"> ■ Present passive ■ Infinitives after the passive ■ <i>be + supposed to</i> and <i>be + not supposed to</i>
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: Parents and children	<ul style="list-style-type: none"> ■ Discussing appropriate behaviors at home and school ■ Using polite forms of language 	<ul style="list-style-type: none"> ■ Asking about rules at home and at school ■ Asking questions indirectly ■ Talking about past events and experiences 	<ul style="list-style-type: none"> ■ Rules and expectations ■ Word families 	<ul style="list-style-type: none"> ■ Indirect <i>Wh-</i> questions ■ Indirect <i>Yes / No</i> questions ■ <i>say</i> and <i>tell</i> with reported speech
Unit 4 Health pages 50–63 Topic: Stressful situations	<ul style="list-style-type: none"> ■ Discussing stress ■ Expressing necessity and lack of necessity ■ Making suggestions ■ Expressing past regrets 	<ul style="list-style-type: none"> ■ Asking about stress ■ Discussing ways to cope with stress ■ Giving advice about past actions 	<ul style="list-style-type: none"> ■ Stress and ways to cope ■ Suffixes 	<ul style="list-style-type: none"> ■ <i>should</i>, <i>shouldn't</i>, <i>have to</i>, <i>don't have to</i> ■ <i>should have</i> and <i>shouldn't have</i> ■ <i>must</i> and <i>may / might</i>
Review: Units 3 and 4 pages 64–65		<ul style="list-style-type: none"> ■ Understanding a phone conversation 		
Unit 5 Around town pages 66–79 Topic: Community involvement	<ul style="list-style-type: none"> ■ Describing volunteer responsibilities ■ Describing a sequence of events ■ Describing repeated actions in the past and present 	<ul style="list-style-type: none"> ■ Asking about volunteer activities ■ Discussing personal experiences of volunteering or helping people ■ Discussing schedules 	<ul style="list-style-type: none"> ■ Volunteerism ■ Positive and negative words 	<ul style="list-style-type: none"> ■ Clauses with <i>until</i> and <i>as soon as</i> ■ Repeated actions in the present and past ■ Contrasting <i>used to</i> and <i>be used to</i>

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> Reading a paragraph about bad weather 	<ul style="list-style-type: none"> Writing sentences about your partner 	<ul style="list-style-type: none"> Discussing study habits and strategies for learning English 	<ul style="list-style-type: none"> Pronouncing key vocabulary 	
<ul style="list-style-type: none"> Reading an article about multiple intelligences Skimming to predict what a reading is about 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a primary intelligence Using a topic sentence and supporting details 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a visual diagram 	<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 an immigrant family Scanning to find specific information 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a successful person Using specific details such as facts, examples, and reasons 	<ul style="list-style-type: none"> Using a dictionary or thesaurus to identify synonyms Reading and understanding a chart about the location of vocational classes Digital Literacy: Using Google Sheets to create a spreadsheet 	<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"> -ed verb endings 	
<ul style="list-style-type: none"> Reading an article about barriers between generations Noticing words that repeat to get an idea of what a reading is about 	<ul style="list-style-type: none"> Writing an expository paragraph about a difference between generations Using a transition within a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a chart Interpreting census bureau information 	<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 stress Relating the title and section heads to personal experience 	<ul style="list-style-type: none"> Writing a descriptive paragraph about how to cope with stress Using causes and effects to organize a paragraph 	<ul style="list-style-type: none"> Reading and understanding a bar graph Discussing stress in the workplace Digital Literacy: Managing time using your 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"> Contrasting intonation of direct and indirect <i>Wh</i>-questions 	
<ul style="list-style-type: none"> Reading an article about volunteers Using context clues to guess if the meaning of a word is positive or negative 	<ul style="list-style-type: none"> Writing a descriptive paragraph about someone who made a difference Making writing more interesting by including details that answer <i>Wh</i>-questions 	<ul style="list-style-type: none"> Reading and understanding ads for volunteer positions Discussing volunteer activities 	<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 and technology	<ul style="list-style-type: none"> Expressing agreement and disagreement Giving opinions and reasons 	<ul style="list-style-type: none"> Talking about time-saving tools Discussing the advantages and disadvantages of technology 	<ul style="list-style-type: none"> Technology and time-saving tools Words with multiple definitions 	<ul style="list-style-type: none"> <i>although</i> clauses Contrasting <i>because</i> and <i>although</i> <i>so</i> and <i>such</i>
Review: Units 5 and 6 pages 94–95		<ul style="list-style-type: none"> Understanding a podcast interview 		

Unit 7 Shopping pages 96–109 Topic: Buying and returning merchandise	<ul style="list-style-type: none"> Explaining problems with a purchase Discussing preferences Explaining mistakes Asking for information about store policies 	<ul style="list-style-type: none"> Asking about returning merchandise Asking about store policies Talking about shopping mistakes Describing people, places, and things 	<ul style="list-style-type: none"> Buying and returning merchandise Compound nouns 	<ul style="list-style-type: none"> <i>who</i>, <i>that</i>, and <i>which</i> as the subject of an adjective clause <i>that</i> as the object of an adjective clause Clarifying questions
Unit 8 Work pages 110–123 Topic: Success at work	<ul style="list-style-type: none"> Giving advice Making suggestions Explaining job responsibilities Describing the duration of an activity 	<ul style="list-style-type: none"> Discussing work schedules Talking about workplace problems and their solutions Asking questions about work experiences 	<ul style="list-style-type: none"> Job responsibilities and skills Prefixes and roots 	<ul style="list-style-type: none"> Contrasting present perfect and present perfect continuous Adjectives ending in <i>-ed</i> and <i>-ing</i> Polite requests and offers
Review: Units 7 and 8 pages 124–125		<ul style="list-style-type: none"> Understanding a class lecture 		

Unit 9 Daily living pages 126–139 Topic: Saving our planet	<ul style="list-style-type: none"> Describing environmental issues and concerns Giving advice Making suggestions Describing actions one can take 	<ul style="list-style-type: none"> Asking questions about saving our planet Discussing causes and effects of environmental problems Discussing actions that could help the environment 	<ul style="list-style-type: none"> The environment Antonyms 	<ul style="list-style-type: none"> Present unreal conditional <i>since</i> and <i>so</i> Contrasting present real and present unreal conditionals
Unit 10 Free time pages 140–153 Topic: Celebrations	<ul style="list-style-type: none"> Describing future possibility Describing actions based on expectations Expressing hopes and wishes Comparing customs and celebrations 	<ul style="list-style-type: none"> Asking about and comparing wedding customs Discussing possible and hypothetical holiday plans Talking about hopes and wishes 	<ul style="list-style-type: none"> Celebrations Words with multiple meanings 	<ul style="list-style-type: none"> Contrasting future real and future unreal conditionals possible and impossible: <i>hope</i> and <i>wish</i> Tag questions
Review: Units 9 and 10 pages 154–155		<ul style="list-style-type: none"> Understanding a street interview 		

Academic Skills Worksheets	pages 156–185
Audio script	pages 186–195
Acknowledgments	page 196

READING	WRITING	LIFE SKILLS AND DIGITAL LITERACY	PRONUNCIATION	CAREER READINESS
<ul style="list-style-type: none"> Reading an article about the impact of technology Reading a first and last paragraph for the main idea 	<ul style="list-style-type: none"> Writing an expository paragraph about a time-saver Using advantages and disadvantages to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a chart Discussing Internet use Discussing survey results Digital Literacy: Using tools to manage and reduce screen time 	<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"> Stressed and unstressed words 	
<ul style="list-style-type: none"> Reading an advice column about return policies Recognizing synonyms in a reading 	<ul style="list-style-type: none"> Writing a persuasive paragraph about shopping online Using transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>furthermore</i>, <i>moreover</i>, and <i>finally</i> to signal a list of reasons in a paragraph 	<ul style="list-style-type: none"> Reading and understanding a returned-merchandise form Talking about returning or exchanging merchandise Digital Literacy: Using tools for online safety when purchasing goods and services 	<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 an article about hard and soft job skills Reading a cover letter to apply for a job Recognizing quotations and reasons for using them 	<ul style="list-style-type: none"> Writing a cover letter to apply for a job Including information about skills and experience in a cover letter 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a chart about the fastest-growing occupations Discussing work skills 	<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"> Stressing function words 	
<ul style="list-style-type: none"> Reading a fable about how all things in life are connected Asking questions to identify a cause-and-effect relationship 	<ul style="list-style-type: none"> Writing a paragraph about an environmental problem Using cause and effect to organize a paragraph 	<ul style="list-style-type: none"> Using a dictionary or thesaurus Reading and understanding a handout about key environmental problems Discussing ways to help the environment 	<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 special birthday celebrations around the world Using punctuation as a clue to meaning 	<ul style="list-style-type: none"> Writing a descriptive paragraph about a favorite holiday or celebration Concluding a paragraph by relating it to your personal life 	<ul style="list-style-type: none"> Using a dictionary Reading and understanding a recipe Discussing traditional meals and recipes Digital Literacy: Formatting and customizing documents in Word 	<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"> Linking consonant-vowel sounds 	

TO THE TEACHER

What is Ventures?

Ventures is a six-level, four-skills, standards-based, integrated-skills series that empowers students to achieve their academic and career goals.

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

How does the Fourth Edition meet today's adult education needs?

- Aligned to the NRS' interpretive, productive, and interactive outcomes at each level.
- Correlated to the English Language Proficiency Standards, CASAS competencies, and the CASAS STEPS test.
- Lesson G introduces career-specific vocabulary and job roles within popular career clusters.
- Online Digital Literacy lessons teach students relevant, up-to-date technology skills.
- Study & Succeed on Cambridge One, our learning management platform, provides practice and test-taking experience for CASAS STEPS.

What are the Ventures components?

Student's Book

Each of the core Student's Books contains ten topic-focused units, with five review units. The main units feature six skill-focused lessons.

- Self-contained lessons are perfectly paced for one-hour classes. For classes longer than one hour, additional resources are available via the Workbook and online teacher resources in Cambridge One.
- Review units recycle and reinforce the listening, vocabulary, and grammar skills developed in the two prior units and include a pronunciation activity.

Teacher's Edition

Easy-to-follow lesson plans for each lesson, with Student's Book pages on the opposite page for easy reference.

- Teaching tips address common problem areas for students and offer additional suggestions for expansion activities and building community.
- Additional practice material across all components is shown in the *More Ventures* chart at the end of each lesson.



Teacher Resources on Cambridge One

Hundreds of additional worksheets and classroom materials including:

- A *placement test* that helps accurately identify the appropriate level of Ventures for each student.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- A *unit test* for each unit, a *midterm test*, and a *final test*.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.
- *Self-assessments* give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.
- *Multilevel worksheets* that are designed for use in classrooms where proficiency levels differ.

Workbook (Print and Digital)

Practice activities for each lesson in the Student's Book.

- The exercises are designed so learners can complete them in class or independently. Answer keys and grammar charts are in the back of the print Workbook. The Digital Workbook provides instant feedback.
- If used in class, the Workbook can extend classroom instructional time by 30 minutes per lesson.
- Digital Literacy lessons are found exclusively in the Digital Workbook.

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Book in front of the class for a livelier, interactive classroom. Teachers can seamlessly toggle between the Student's Book, Lesson Plans, and Workbook and easily access class audio, answer keys, and the Ventures Arcade.

Ventures Arcade (cambridge.org/venturesarcade)

The Arcade is a free website where students can find additional practice for the listening, vocabulary, and grammar from the Student's Book. There is also a Citizenship section that includes questions on civics, history, government, and the N-400 application.

Unit organization

LESSON A Listening focuses students on the unit topic. The initial exercise, **Before you listen**, creates student interest with visuals that help the teacher assess what learners already know and serves as a prompt for the unit's key vocabulary. Next is **Listen**, which is based on conversations. Students relate vocabulary to meaning and relate the spoken and written forms of new theme-related vocabulary. **After you listen** concludes the lesson by practicing language related to the theme in a communicative activity, either orally with a partner or individually in a writing activity.

LESSONS B AND C focus on grammar. The lessons move from a **Grammar focus** that presents the grammar point in chart form to **Practice** exercises that check comprehension of the grammar point and provide guided practice; finally, **Communicate** exercises guide learners as they generate original answers and conversations. These lessons often include a *Culture Note*, which provides information directly related to the conversation practice (such as the use of titles with last names), or a *Useful Language* box, which introduces useful expressions.

LESSON D Reading develops reading skills and expands vocabulary. The lesson opens with a **Before you read** exercise, designed to activate prior knowledge and encourage learners to make predictions. A *Reading tip*, which focuses on a specific reading skill, accompanies the **Read** exercise. The reading section of the lesson concludes with **After you read** exercises that check comprehension. In Levels Basic, 1, and 2, the vocabulary expansion portion of the lesson is a **Picture dictionary**. It includes a *word bank*, pictures to identify, and a conversation for practicing the new words. The words expand vocabulary related to the unit topic. In Books 3 and 4, the vocabulary expansion portion of the lesson uses new vocabulary from the reading to build skills such as recognizing word families, selecting definitions based on the context of the reading, and using clues in the reading to guess meaning. Academic Skills Worksheets in the back of the Student's Book (pages 156–185) provide additional reading, critical thinking, and academic vocabulary building for each unit.

LESSON E Writing provides practice with process writing within the context of the unit. **Before you write** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. A *Writing tip* presents information about

punctuation or paragraph organization directly related to the writing assignment. The **Write** exercise sets goals for the student writing. In the **After you write** exercise, students share with a partner.

LESSON F Another view brings the unit together with opportunities to review lesson content. **Life-skills reading** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on CASAS¹ and BEST²) develop test-taking skills. **Solve the problem** focuses on critical thinking, soft skills, and workplace development. In Levels 1–4, **Grammar connections** contrasts grammar points and includes guided practice and communicative activities.

DIGITAL LITERACY introduces students to digital literacy skills within the context of Lesson F. Students watch a video tutorial that clearly illustrates how to perform a functional digital skill and practice the skill through online activities in Cambridge One.

LESSON G focuses on career readiness at every level by exploring different career clusters. **Before you read** creates student interest with visuals and a discussion question related to the jobs within the career cluster that help the teacher assess what learners already know and serves as a prompt for the unit's key vocabulary. Next is **Read**, which introduces key vocabulary for the unit while also informing students about jobs within the industry and the similarities and differences between these jobs. **After you read** exercises check comprehension. **Before you listen** introduces one specific job and activates vocabulary relevant to that job. Next is **Listen**, which focuses on key aspects of the job and is based on a conversation with a person in the specific job role. Students then practice the language related to the job in a communicative activity with a partner. A *Useful Language* box contains expressions focused on language functions that have similar meaning.

¹ The Comprehensive Adult Student Assessment System. For more information, see www.casas.org.

² The Basic English Skills Test. For more information, see www.cal.org/aea/bl/.

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 provides 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 2 AT SCHOOL

Lesson A Listening

1 Before you listen

A What do you see?
B What is happening?

2

La Costa Community College Course Schedule
Hospitality and Tourism Certificate Program

Account	Program	Support Services
HOSP 100: Introduction to Hospitality and Tourism Requirement: Pass English placement test Fall and spring T / Th 10:00–11:30 a.m. M / W 6:00–7:30 p.m. Room: T130	BUS 137: Customer Service Requirement: Pass HOSP 100 Spring T / Th 8:00–9:30 a.m. (online course also available) Room: B480	

3 Mrs. Ochoa Vasili

4

UNIT GOALS
Make education plans Write a descriptive paragraph about a successful person
Scan a chart for the location of classes Read about four jobs in education

UNIT 2

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.

1. type of certificate	hospitality and tourism
2. places of employment	
3. number of required classes	
4. time to complete the program	
5. cost per unit	
6. estimated cost to earn the certificate	

C Listen and continue the conversation. Circle the answer.

A. B. C.

3 After you listen

A Read. Complete the story.

bilingual business deadline high-paying industry internship interpersonal motivated qualify requirements

Vasili hears a radio ad about the Hospitality and Tourism Certificate Program at La Costa Community College. The ad says graduates can find high-paying jobs in the tourism industry. Vasili goes to see his ESL counselor, Mrs. Ochoa. She tells him about the program, which include an internship in a local tourism business. She also tells him about the requirements for registration, and she says there is financial aid for students who are motivated. Vasili is concerned about his English, but Mrs. Ochoa tells him not to worry. Vasili is motivated, he's very motivated, and he has good listening skills.

B Discuss. Talk with your classmates. Is hospitality and tourism a good industry for Vasili? Would you like this type of career? Why or why not?

14.1, 14.2, 15.1, 15.2
15.0.1, 0.2, 2.3, 2.5, 4.1, 6.0, 7.1, 7.5

Listen for and identify a student's future education plans

UNIT 2 21

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.



Three 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

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

Natural progression

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

Real-life practice

Engages students and provides meaningful application of the grammar.

ELPS and CASAS

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

Lesson B The passive

1 Grammar focus: present passive

Use the passive voice to change the focus from who is doing something to what is being done. If the person or thing doing the action is important, use a by phrase.

ACTIVE	PRESENT PASSIVE
The college gives a placement test.	A placement test is given (by the college).
The college offers online classes every semester.	Online classes are offered (by the college) every semester.
Does the college offer financial aid?	Is financial aid offered (by the college)?
When does the college arrange internships?	When are internships arranged (by the college)?

2 Practice

A Write. Complete the sentences. Use the present passive.

- When is the English placement test given to new students? (give)
- The English placement test is administered a week before the first day of class. (administer)
- Are there a math placement test also? (require)
- No, a math placement test is not required. (require)
- Where is the financial aid office located? (locate)
- It is located next to the admissions office. (locate)
- Where are the classes held? (hold)
- Most of the classes are held in the business building. (hold)
- Are there classes held at different times? (offer)
- Yes. Both day and evening classes are offered. (offer)
- Are there job placement services provided to graduates? (provide)
- Yes. Job help is offered to students who qualify. (offer)

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

3 Communicate

A Work with a partner. Role play a conversation between a counselor and a student who wants to enroll in a certificate program at your school. Ask and answer questions about the topics below. Predict the answers a counselor would give.

- online courses
- required courses
- English or math placement tests
- location of classes
- internships
- financial aid
- job counseling

Student: Are online courses offered in the certificate program?
Counselor: No. Online courses are not offered in that program.
Student: What about internships?
Counselor: Internships are arranged for each student in the program.

B Perform your role play for the class.

ELPS 1.4.2, 1.4.3, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.5.9, 1.5.10, 1.5.11, 1.5.12, 1.5.13, 1.5.14, 1.5.15, 1.5.16, 1.5.17, 1.5.18, 1.5.19, 1.5.20, 1.5.21, 1.5.22, 1.5.23, 1.5.24, 1.5.25, 1.5.26, 1.5.27, 1.5.28, 1.5.29, 1.5.30, 1.5.31, 1.5.32, 1.5.33, 1.5.34, 1.5.35, 1.5.36, 1.5.37, 1.5.38, 1.5.39, 1.5.40, 1.5.41, 1.5.42, 1.5.43, 1.5.44, 1.5.45, 1.5.46, 1.5.47, 1.5.48, 1.5.49, 1.5.50, 1.5.51, 1.5.52, 1.5.53, 1.5.54, 1.5.55, 1.5.56, 1.5.57, 1.5.58, 1.5.59, 1.5.60, 1.5.61, 1.5.62, 1.5.63, 1.5.64, 1.5.65, 1.5.66, 1.5.67, 1.5.68, 1.5.69, 1.5.70, 1.5.71, 1.5.72, 1.5.73, 1.5.74, 1.5.75, 1.5.76, 1.5.77, 1.5.78, 1.5.79, 1.5.80, 1.5.81, 1.5.82, 1.5.83, 1.5.84, 1.5.85, 1.5.86, 1.5.87, 1.5.88, 1.5.89, 1.5.90, 1.5.91, 1.5.92, 1.5.93, 1.5.94, 1.5.95, 1.5.96, 1.5.97, 1.5.98, 1.5.99, 1.5.100

Lesson C The passive

1 Grammar focus: infinitives after the passive

Some passive verbs are followed by infinitives.

Students are **to** arrive early on the first day of class.
 Everyone is **encouraged** to attend class regularly.
 Are students **required** to do homework every night?
 How often are students **expected** to meet with their counselors?

2 Practice

A Write complete statements or questions. Use the present passive with infinitives.

- applicants / expect / meet / all application deadlines.
 Applicants are expected to meet all application deadlines.
- new students / tell / come early / for registration.
 New students are told to come early for registration.
- all new students / require / take / a writing test?
 All new students are required to take a writing test.
- some students / advise / enroll / in an English composition class.
 Some students are advised to enroll in an English composition class.
- students / expect / attend / every class?
 Students are expected to attend every class.
- students / encourage / meet / with a counselor regularly.
 Students are encouraged to meet with a counselor regularly.
- when / participants / expect / complete / their internships?
 When are participants expected to complete their internships?
- students / require / earn / a grade of C or better in each course.
 Students are required to earn a grade of C or better in each course.
- students / tell / study / with a partner and to go to tutoring often.
 Students are told to study with a partner and to go to tutoring often.
- students / allow / retake / courses / if they don't pass?
 Students are allowed to retake courses if they don't pass.

Listen and check your answers.

3 Communicate

A Work with a partner. Read the announcement below. Ask and answer questions about the enrollment information.

Are students required to register early?
No, but students are encouraged to register early.

Do you want to enroll this fall?

You must:

- Meet with a counselor
- Sign up for a placement test
- Check courses
- Buy books

It's a good idea to:

- Register early (spaces is limited)
- Find out about tutoring support
- Require about financial aid

B Share information with your classmates.

ELPS 1.4.2, 1.4.3, 1.5.2, 1.5.3, 1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.5.9, 1.5.10, 1.5.11, 1.5.12, 1.5.13, 1.5.14, 1.5.15, 1.5.16, 1.5.17, 1.5.18, 1.5.19, 1.5.20, 1.5.21, 1.5.22, 1.5.23, 1.5.24, 1.5.25, 1.5.26, 1.5.27, 1.5.28, 1.5.29, 1.5.30, 1.5.31, 1.5.32, 1.5.33, 1.5.34, 1.5.35, 1.5.36, 1.5.37, 1.5.38, 1.5.39, 1.5.40, 1.5.41, 1.5.42, 1.5.43, 1.5.44, 1.5.45, 1.5.46, 1.5.47, 1.5.48, 1.5.49, 1.5.50, 1.5.51, 1.5.52, 1.5.53, 1.5.54, 1.5.55, 1.5.56, 1.5.57, 1.5.58, 1.5.59, 1.5.60, 1.5.61, 1.5.62, 1.5.63, 1.5.64, 1.5.65, 1.5.66, 1.5.67, 1.5.68, 1.5.69, 1.5.70, 1.5.71, 1.5.72, 1.5.73, 1.5.74, 1.5.75, 1.5.76, 1.5.77, 1.5.78, 1.5.79, 1.5.80, 1.5.81, 1.5.82, 1.5.83, 1.5.84, 1.5.85, 1.5.86, 1.5.87, 1.5.88, 1.5.89, 1.5.90, 1.5.91, 1.5.92, 1.5.93, 1.5.94, 1.5.95, 1.5.96, 1.5.97, 1.5.98, 1.5.99, 1.5.100

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

Lesson D Reading

1 Before you read

Talk with a partner. Look at the reading tip. Answer the questions.

1. Who is the newspaper article about?
2. What places are mentioned in the newspaper article?
3. How old is their son now?

1 Reading tip

Scan a reading to find specific information such as names, places, and key words.

2 Read

Read the newspaper article. Listen and read again.

An Immigrant Family's Success Story World Local Lifestyle Business

Choi and Lili Wei left China with their baby boy in the late 2000s. They were poor field workers in their native country, and they wanted their child to have the opportunities they lacked. They arrived in New York and found a one-bedroom apartment in a poor, unstable area. They could only afford a bicycle for transportation, yet they felt fortunate to have the chance to begin a new life in the United States.

Choi and Lili faced many obstacles because they couldn't speak English and had no skills. They found night work cleaning businesses and restaurants. They saved every penny, and after six years, they were able to buy a small restaurant of their own.

They were determined to learn English, get an education, and make a good life for their son. The couple sacrificed a great deal. They never went to the movies, never ate out, and hardly ever bought anything extra. In their free time, they attended English and citizenship classes.

Both of them eventually earned their GED certificates. Choi then enrolled in college while Lili worked in the restaurant.

This past spring, Choi fulfilled a lifelong dream of graduating from college. Now he is registered in a master's degree program in business beginning this fall. And what about their "baby" boy? Their son, Peter, now 21, received a scholarship to a private university, where he is working on his own dream to become an architect.

Choi and Lili are proud to be models of the "American dream." Choi has this advice for other new immigrants: "Find your passion, make a plan to succeed, and don't ever give up."



3 After you read

A Check your understanding.

1. What is the main purpose of this newspaper article? Support your choice with two examples from the text.
2. What obstacles did Choi and Lili face in the United States?
3. Explain the expression *saved every penny* as it is used in paragraph 2.
4. What were five specific things the Wei family did to make a better life for their son?
5. Read Choi's advice for new immigrants. How do you think his advice most likely influenced his son?

Useful Language

A synonym is a word that has the same meaning.
big = large
nice = kind
job = occupation

B Build your vocabulary.

1. In the reading passage, underline the words from the chart.
2. Use a dictionary or a thesaurus. Write the part of speech. Write a synonym for each word.

Word	Part of speech	Synonym
a. lacked	verb	missed; didn't have
b. unstable		
c. fortunate		
d. faced		
e. obstacles		
f. determined		
g. passion		

3. Work in a small group. Write sentences with the synonyms.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

C Talk with a partner.

1. What is your definition of the "American dream"?
2. Do you know a family like the Wei family? What is their success story?
3. What is your passion? What is your plan for success?

→ For academic skills practice, see pages 159–161.

Read closely to determine what the text says explicitly and to make logical inferences from the text; use a dictionary or thesaurus to identify word meanings.

28 UNIT 2

UNIT 2 27

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 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 your classmates. Answer the questions.

1. What is success? Is it only money?
2. Do you know a successful person?
3. What did the person do to become successful?
4. What was one obstacle to this person's success?



B Read the paragraph.

My Successful Cousin

My cousin, Daniel, is the most successful person I know, even though he has had many obstacles on his road to success. First of all, his parents died in a car accident when he was 17 years old. Daniel needed to take care of his two younger brothers, so he quit school and found a job at a local supermarket. When his brothers were in school, he worked *all night*; he helped them with homework and did all the chores. Even with all his responsibilities, Daniel was a very reliable worker. His boss decided to help him go to college. It took Daniel eight years, but finally he graduated. Now Daniel plans to enroll in a business management course. If he is accepted, he hopes to open his own business someday. Daniel has a dream, and he is working hard to achieve his dream.

He is my hero!

C Talk with a partner.

1. What are two facts given in the paragraph?
2. What are two examples given in the paragraph?
3. What is Daniel's dream?

Writing tip

Use specific details such as facts, examples, and reasons to support your topic sentence.

D Complete the chart with Daniel's obstacles and successes.

Topic sentence: *My cousin, Daniel, is the most successful person I know, even though he has had many obstacles on his road to success.*

Daniel's obstacles	Daniel's successes
His parents died.	He found a job in a local supermarket.

Concluding sentence: _____

E Plan a paragraph about a successful person you know. Use the chart to make notes on your own lives.

Topic sentence: _____

_____ 's obstacles	_____ 's successes

Concluding sentence: _____

2 Write

Write a paragraph about someone you know who is successful. Include a topic sentence, examples of obstacles and successes, and a concluding sentence. Use the paragraph in Exercise 1B and the charts in Exercises 1D and 1E to help you.

3 After you write

A Check your writing.

	Yes	No
1. My topic sentence identifies a successful person.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included examples of obstacles and successes.	<input type="checkbox"/>	<input type="checkbox"/>
3. I wrote a concluding sentence.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

1. Take turns. Read your paragraph to a partner.
2. Comment on your partner's paragraph. Ask your partner a question about the paragraph.

28 UNIT 2

UNIT 2 29

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 BEST by familiarizing them with bubble answer format.

Lesson F Another view UNIT 2

1 Life-skills reading

Location of Career Technical Education (CTE) Programs

	North Center	South Center	West Center	Downtown Center	East Center
Auto Technician	■	■			
Certified Nursing Assistant	■	■	■	■	■
Food Service Worker	■	■	■	■	■
Hospitality and Tourism	■				
Information Technology	■		■		■
Customer Service		■			
Welding	■		■		
Workplace Readiness	■	■	■	■	■

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

- Which program is not offered at all five centers?
 - (A) Certified Nursing Assistant
 - (B) Workplace Readiness
 - (C) Food Service Worker
 - (D) Information Technology
- Which centers offer fewer than five programs?
 - (A) South Center and Downtown Center
 - (B) North Center and East Center
 - (C) Downtown Center and East Center
 - (D) none of the above
- The center that offers more than six programs is _____.
 - (A) West Center
 - (B) East Center
 - (C) North Center
 - (D) South Center
- Which programs are offered at only one center?
 - (A) Hospitality and Tourism and Customer Service
 - (B) Welding and Customer Service
 - (C) Auto Technician and Information Technology
 - (D) Hospitality and Tourism and Welding

B Solve the problem. Give your opinion.
Ahmed works four days and two nights at a computer store. He wants to study information technology. The closest program is at the East Center. However, the first class meets on the same two nights he works. What should he do?

2 Grammar connections: be + supposed to and be + not supposed to

Be + supposed to and be + not supposed to can show expectations about behavior.

You're supposed to come early to register for the class. You're not supposed to miss class without an appropriate excuse.

A Talk with a partner. Choose one of the places in the box. Describe expectations about behavior there. Your partner guesses the place. Take turns.

the bookstore the classroom the counseling office the library
the cafeteria the computer lab the gymnasium the tutoring office

A You're supposed to be quiet in this place. You're not supposed to eat here.
B Is it the computer lab?
A No, it isn't. You're supposed to do research and borrow books here.
B Is it the library?
A Yes, it is.

A You're supposed to use cash or credit cards here. You're not supposed to borrow anything.
B Is it the cafeteria?
A No, it isn't. You're not supposed to eat here. You're supposed to buy materials for your class here.
B Is it the bookstore?
A Yes, it is.

B Share information with the class.
You're supposed to be quiet in a library. You're not supposed to use your phone, and you're supposed to return books on time.

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

ELPS: L4.2, L4.5, L5.2, L5.5
CASAS: 6.1, 6.2, 2.5, 4.1, 4.6, 4.8, 7.1, 7.2, 7.4

Scan a chart listing class locations to locate key details; compare be supposed to and be not supposed to to show expectations about behavior.

30 UNIT 2 UNIT 2 31

Problem-solving activity

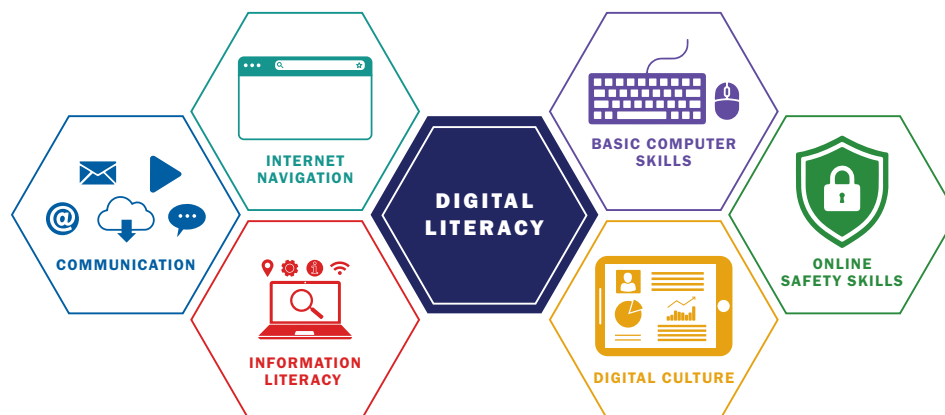
Covers critical thinking and soft skills — crucial for workplace readiness — and helps students meet WIOA requirements.

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 education UNIT 2

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.

Jobs in education
The chart lists four jobs in education: food service worker, student services assistant, school office manager, and ESL teacher.

Career	Job duties	Required education
 food service worker	<ul style="list-style-type: none"> Prepares and serves food to students Answers questions about food and the ingredients Cleans the kitchen and dining areas 	High school diploma
 student services assistant	<ul style="list-style-type: none"> Welcomes new and returning students Assists students with enrollment, registration, and advising Gives information on resources like tutoring and counseling 	High school diploma and two years' experience in a related field
 school office manager	<ul style="list-style-type: none"> Runs the office of a school Manages student files with attendance, medical records, and test scores Prepares notices, reports, newsletters, and other communication for the school 	High school diploma, vocational training or an associate degree, and on-the-job training
 ESL teacher	<ul style="list-style-type: none"> Plans lessons and creates materials Teaches English to those whose first language is not English Evaluates students' progress 	Bachelor's degree and certificate

Each of these careers in education supports the education of students. People in these careers work in different types of schools. A food service worker can work in any school's cafeteria. Student services assistants often work in universities, community colleges, and adult schools. School office managers can work in private and public schools for children or adults. ESL teachers work with all ages and in all types of educational institutions.

If you are interested in these careers or other jobs in education, the Department of Education website for your state is a good place to start. You can find information and postings for jobs across the state. They also provide links to city and regional employment websites and information about education career fairs. Education career fairs are usually in the spring and feature hundreds of open positions across several schools or universities in a city or region.

3 After you read
Check your understanding.
1. What's the article about?
2. According to the chart, which career requires a bachelor's degree?
3. In the job duties of student services assistant, what word means the same as helps?
4. According to the article, which job is usually not based in a school for children?
5. What kinds of links can you find at a state Department of Education website?
6. According to the article, education career fairs usually happen in the spring. Why do you think that is so?

4 Listen
A Listen and answer the questions.
1. Who are the speakers?
2. What are they talking about?
B Listen again. Take notes. Answer the questions.
1. How many years has Amy been in her career? _____ 15
2. How many countries are represented in her classroom? _____
3. What is the number of first languages in her classroom? _____
4. What is something she likes about her career? _____
5. What is something that's difficult about her job? _____
6. What advice does she have for new teachers? _____

Listen and check your answers.
Talk with a partner. Ask and answer the questions.
1. What personal qualities does Amy say ESL teachers need?
2. Do you think Amy chose the right career? Explain your answer.
3. Would you like to be an ESL Teacher? Why or why not?

Useful Language
It's the least we can do - We'd be happy to do it.

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

**ELPS 1.4.1, 1.4.2, 1.4.8, 1.5.1, 1.5.2, 1.5.8
OSAS 0.3, 0.2, 0.8, 0.1, 0.3, 0.4**

UNIT 2 33

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

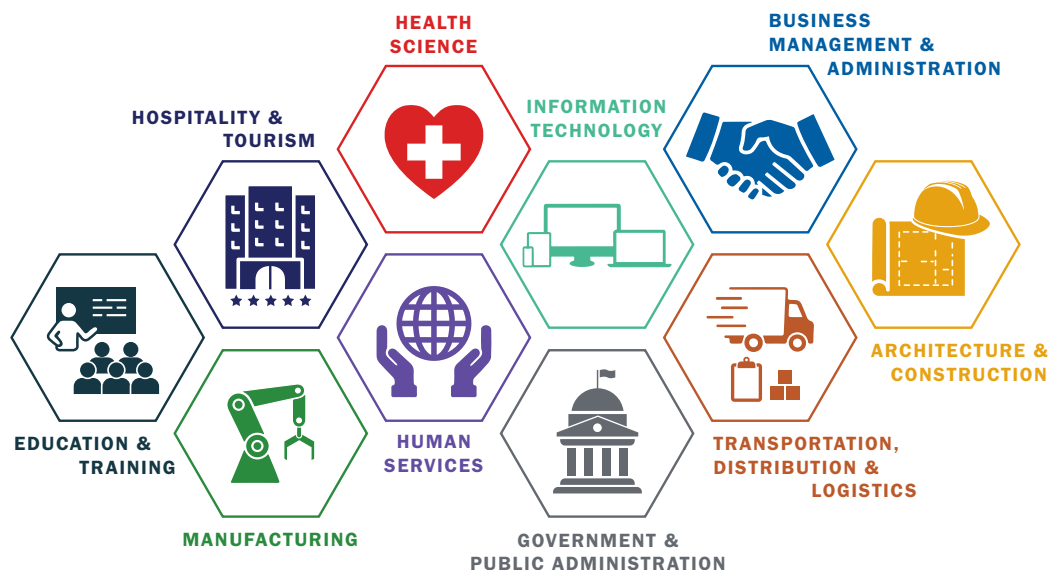
Extension

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.



Listening Exercise 1B

Provides practice in summarizing — 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

1 Listening

A Listen. Take notes on the conversation.

1. Type of certificate	automotive technology
2. Number of required classes	
3. Total number of courses	
4. Time to complete the program	
5. Cost per course	

B Talk with a partner. Check your answers.

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

A. B. C.

2 Grammar

A Write. Complete the story.

A Famous Athlete

Joel Embiid _____ is considered _____ an amazing basketball player around the world. Raised in _____ 1. Cameroon / is considered _____ Cameroon, he grew up playing volleyball and soccer. After he was noticed at a basketball camp, Embiid immigrated to the United States to play high school basketball in 2011. He _____ 2. quick / quickly became a star and played so _____ that in 2013 he was given a scholarship to play college basketball. He only played for one year because he was chosen to play professional basketball for the Philadelphia 76ers in 2014. In 2023, he was voted the National Basketball Association's Most Valuable Player. In 2022, he became a citizen of the United States and then helped the U.S. team win the gold medal in the 2024 Olympics. Embiid _____ 3. good / well _____ 4. admits / is admired _____ for his achievements and his loyalty. His brother Arthur died in a _____ 5. tragic / tragically _____ accident in Cameroon in 2014, and Embiid's son _____ 6. names / is named Arthur after his brother. He also started a foundation to help children in Cameroon in his brother's name.

B Write. Look at the words that are underlined in the answers. Write the questions.

1. A _____

2. A _____

3. A _____

4. B _____

5. B _____

Talk with a partner. Ask and answer the questions.

3 Pronunciation: -ed verb endings

A Listen to the -ed verb endings in these sentences.

1. He has always **liked** playing number games. /l/

2. She has **worked** as an accountant for ten years. /d/

3. Emily has **realized** that Brenda has a good brain. /d/

4. Naturalists are **skilled** in working with plants. /d/

5. The little boy **started** counting when he was two. /d/

6. She is **gifted** in singing and dancing. /t/

Listen again and repeat. Pay attention to the -ed verb endings.

B Listen and repeat. Then check (✓) the correct pronunciation for each -ed verb ending.

	/t/	/d/	/d/
1. Classes are located at various elementary schools.			✓
2. All students are advised of the school rules.			
3. An application is required for admission.			
4. A math test is needed as well.			
5. The test is administered once a week.			
6. The students are expected to pay their fees soon.			
7. Lucas hasn't talked with a counselor yet.			
8. But he is finished with all his tests.			

Talk with a partner. Compare your answers.

C Talk with a partner. Practice the conversations. Pay attention to the pronunciation of the -ed verb endings: /t/, /d/, or /d/.

1. A Are classes offered on Saturday? 3. A How did she cook?
B Yes, they are offered from 9:00 to 12:00. B She cooked very well.

2. A What are we expected to bring to class? 4. A How did he paint?
B We are expected to bring a notebook, the textbook, and a pen. B He painted skillfully.

D Write five past tense questions. Use the following words: administer, expect, finish, locate, provide, require, and talk. Then talk.

Pronunciation activities

Give additional opportunities to practice pronunciation and promote spoken fluency.

For teachers

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

Downloadable Teacher Resources

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

- **Multilevel Worksheets** that are designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Book 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.
- **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 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
Welcome Unit Pages 2–5	0.1, 0.2, 2.3, 2.7	
Unit 1 Personal information Pages 6–19	0.1, 0.2, 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 2.5, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 4.8, 4.9, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 2.5, 4.1, 4.3, 4.4, 4.8, 6.0, 6.6, 7.1, 7.2, 7.5, 8.3	Reading STEPS Details: Retell key details; Locate/Compare details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 3.1, 4.1, 4.3, 4.4, 4.8, 6.0, 6.6, 7.1, 7.2, 7.5, 8.3	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 2.7, 3.1, 3.5, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5, 8.3	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet); Inference: Infer/Draw conclusions 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: L4.2, L4.10, L5.2, L5.10
<p>Interpretive Determine the main idea and key details in a conversation about personal strengths; Determine the main idea and key details in a reading about multiple intelligences; Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary related to personality types; Determine the main idea and key details in a diagram about left-brain and right-brain functions.</p> <p>Productive Deliver a short oral presentation that describes classmates; Compose a paragraph about and provide examples for one personality type; Report on an Internet research project to find careers that match a given personality type.</p> <p>Interactive Participate in conversations about aptitudes and intelligent types; Discuss men's and women's aptitudes in different areas of intelligence.</p>	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
<p>Interpretive Determine the main topic and key details in a conversation about future educational plans; Determine the main topic and key details in a written text about an immigrant family's success story; Use a dictionary or thesaurus to determine the meaning of vocabulary about planning for success; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph that has a topic sentence, examples, and a concluding sentence about someone you know who is successful; Deliver a short oral presentation about a classmate's course registration; Report on a short research project about a class from an adult school or community college; Identify and use academic words in a reading about planning for success.</p> <p>Interactive Participate in conversations about planning for success; Discuss with a partner each other's writing about a person you know who is successful.</p>	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
<p>Interpretive Determine the main topic and key details in a conversation about a student's absence; Determine the main topic and key details in a written text about immigrant families; Use context clues to determine the meaning of vocabulary about friends and family; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about differences between you and your parents or you and your children that has a transition between the two parts of your paragraph; Deliver a short oral presentation about a classmate's life as a teenager; Report on a short research project about rules that children should follow at home; Identify and use academic words in a reading about parents and children.</p> <p>Interactive Participate in conversations about the teenage years; Discuss with a partner each other's writing about parents and children.</p>	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
<p>Interpretive Determine the main topic and key details in a conversation about advice for coping with stress; Determine the main topic and key details in a written text about stress; Use <i>suffixes</i> to determine the meaning of vocabulary about stressful situations; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about how you cope with stress giving three examples and details for each example; Deliver a short oral presentation about a classmate's situation that didn't go as planned; Report on a short Internet research project about how to cope with anxiety before and during a test; Identify and use academic words in a reading about stressful situations.</p> <p>Interactive Participate in conversations about a situation that didn't go as planned; Discuss with a partner each other's writing about how to cope with stress.</p>	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10
<p>Interpretive Determine the main topic and key details in a conversation about responsibilities for volunteer jobs; Determine the main topic and key details in a written text about a volunteer program for the blind; Use context clues to determine the meaning of vocabulary about community involvement; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about someone you know who made a difference in your life or someone else's life that includes specific details that answer <i>wh-</i> questions; Deliver a short oral presentation about a classmate's volunteer experiences; Report on a short research project about ways that people have helped you; Identify and use academic words in a reading about community involvement.</p> <p>Interactive Participate in conversations about volunteer experiences; Discuss with a partner each other's writing about someone who made a difference in your life.</p>	ELPS: L4.1, L4.2, L4.5, L4.8, L4.9, L4.10, L5.1, L5.2, L5.5, L5.6, L5.8, L5.9, L5.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 Time + Unit 5 and 6 Review Pages 80–95	0.1, 0.2, 1.1, 1.3, 1.4, 1.7, 2.1, 2.2, 4.1, 4.3, 4.4, 4.5, 4.8, 4.5, 6.0, 7.1, 7.2, 7.4, 7.5, 7.7	Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet); Inference: Infer/Draw conclusions 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, 1.2, 1.3, 1.4, 1.6, 1.7, 4.1, 4.3, 4.4, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Main Idea: Identify the main topic; Identify an author’s purpose; Inference: Infer/Draw conclusions; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 4.7, 4.8, 6.0, 7.1, 7.2, 7.3, 7.4, 7.5	Reading STEPS Vocabulary: Understand academic vocabulary; Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 1.4, 2.2, 2.3, 2.7, 4.1, 4.3, 4.4, 4.8, 5.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.3	Reading STEPS Vocabulary: Understand academic vocabulary; Details: Retell key details; Main Idea: Identify the main topic; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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, 1.1, 2.3, 2.5, 2.7, 4.1, 4.3, 4.4, 4.5, 4.8, 6.0, 7.1, 7.2, 7.4, 7.5	Reading STEPS Details: Retell key details; Vocabulary: Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author’s purpose; Point of View and Supporting Evidence: Identify an author’s point of view; Identify supporting evidence (Academic Skills Worksheet) 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 people's opinions about technology; Determine the main topic and key details in a written text about the impact of technology; Use context clues and parts of speech to determine the meaning of vocabulary about time and technology; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about a time-saving device that includes both advantages and disadvantages; Deliver a short oral presentation about a classmate's time-saving device; Report on a short Internet research project about a time-saving device you have or would like to have; Identify and use academic words in a reading about time and technology.</p> <p>Interactive Participate in conversations about time saving tools and devices; Discuss with a partner each other's writing about a time-saving device.</p>	<p>ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about returning merchandise; Determine the main topic and key details in a written text about being a smart shopper; Use <i>compound nouns</i> to determine the meaning of vocabulary about buying and returning merchandise; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph that has transitions words to signal your list of reasons about why you should shop online; Deliver a short oral presentation about a classmate's purchase; Report on a short research project about the return policy for three stores; Identify and use academic words in a reading about shopping.</p> <p>Interactive Participate in conversations about a purchase you made; Discuss with a partner each other's writing about shopping online.</p>	<p>ELPS: L4.1, L4.2, L4.4, L4.5, L4.8, L4.10, L5.1, L5.2, L5.4, L5.5, L5.6, L5.8, L5.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about a work problem and solution; Determine the main topic and key details in a written text about job skills; Use <i>prefixes</i> and <i>roots</i> to determine the meaning of vocabulary about success at work; State an opinion and cite evidence to support it.</p> <p>Productive Write a cover letter for a real or imaginary job that you are interested in that has at least two examples of your skills and experiences; Deliver a short oral presentation about a classmate's experiences; Report on a short Internet research project about how to write a good cover letter; Identify and use academic words in a reading about success at work.</p> <p>Interactive Participate in conversations about experiences; Discuss with a partner each other's writing about their skills and experiences.</p>	<p>ELPS: L4.1, L4.2, L4.5, L4.7, L4.8, L4.10, L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about environmental problems and solutions; Determine the main topic and key details in a written text about how all things are connected; Use <i>antonyms</i> to determine the meaning of vocabulary about living green; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about an environmental problem in your city or community explaining the causes and their effects; Deliver a short oral presentation about cause and effect relationships; Report on a short research project about ways your school could be green; Identify and use academic words in a reading about living green.</p> <p>Interactive Participate in conversations about cause and effect relationships; Discuss with a partner each other's writing about environmental problems.</p>	<p>ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10</p>
<p>Interpretive Determine the main topic and key details in a conversation about differences in customs; Determine the main topic and key details in a written text about special birthdays around the world; Use context clues to determine the meaning of vocabulary about celebrations; State an opinion and cite evidence to support it.</p> <p>Productive Write a paragraph about your favorite holiday or celebration that has a conclusion that relates the celebration to your personal life; Deliver a short oral presentation about a classmate's hopes for you; Report on a short Internet research project about a holiday or celebration in another country; Identify and use academic words in a reading about celebrations.</p> <p>Interactive Participate in conversations about hopes and wishes; Discuss with a partner each other's writing about favorite holidays and celebrations.</p>	<p>ELPS: L4.1, L4.2, L4.3, L4.5, L4.8, L4.10, L5.1, L5.2, L5.3, L5.5, L5.6, L5.8, L5.10</p>

UNIT 8

WORK

Lesson A Listening

1 Before you listen

- A What do you see?
- B What is happening?

1



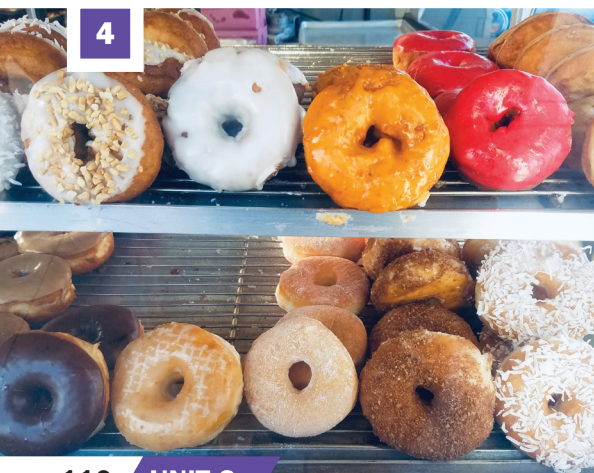
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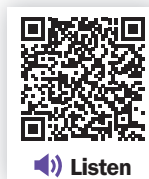
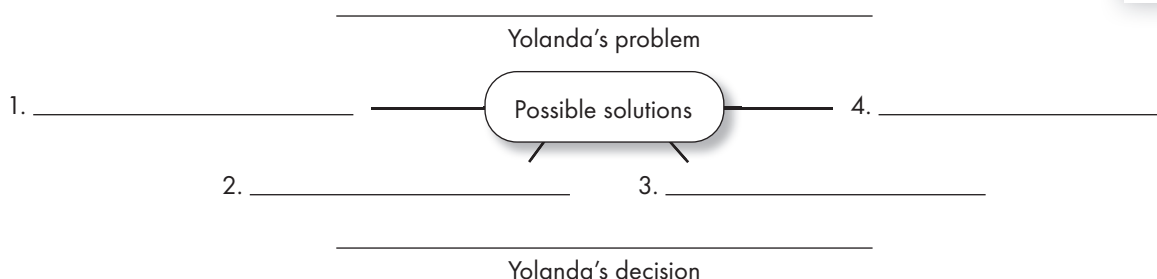
Identify problems at work and school **Describe** hard and soft skills
Provide solutions and identify consequences to those solutions **Read** about four jobs in business

2 Listen

A Listen and answer the questions.

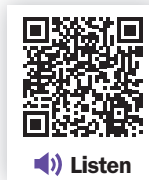
- Who are the speakers?
- What are they talking about?

B Listen again. Complete the diagram.



C Listen and continue the conversation. Circle the answer.

- A. B. C.



3 After you listen

A Read. Complete the story.

advice close up exhausted negotiate tasks
 chart deal with initials share work (something) out

Yolanda and David work at Daria's Donut Shop. Lately, David has been leaving work early, and Yolanda has to close up the shop by herself. Tonight, Yolanda is having coffee with her friends. She is 1. Her friends give her 2. Teresa thinks she should talk to her boss, but Yolanda wants to try to 3 things 4 with David first. Julie thinks Yolanda should make a 5 of their duties. Then she should 6 with David and decide who is going to do which 7. When they finish a task, they should write their 8 on the chart. If David isn't doing his 9 of the work, it will show in the chart. Then Yolanda can show the chart to their boss and let her 10 the situation.

Listen and check your answers.

B Discuss. Talk with your classmates.

What do you think Yolanda should do? Give reasons for your opinion.



Lesson B Verb tense contrast

1 Grammar focus: present perfect and present perfect continuous



The present perfect is formed by *have / has + past participle*. One use of the present perfect is to talk about recently finished actions (often with the word *just*) with no specific time of completion of those actions.

The present perfect continuous is formed by *have / has + been + present participle (-ing)*. Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.

PRESENT PERFECT (RECENTLY FINISHED ACTION)

Yolanda **has (just) mopped** the floor.
It's clean now.

PRESENT PERFECT CONTINUOUS (CONTINUING ACTION)

Yolanda **has been mopping** the floor
for 15 minutes.

2 Practice

A Write. Complete the sentences. Use the present perfect or present perfect continuous forms of the verbs. Use *just* where possible.

1. Daria Thompson is the owner of Daria's Donut Shop. She has been selling donuts at this location for more than 20 years. (sell)
2. It's 7:00 a.m. Daria _____ donuts for three hours. (make)
3. It's 7:30 a.m. Daria _____ the shop for customers. (open)
4. It's 10:30 a.m. Daria's son _____ her all morning. (help)
5. He _____ cleaning the counters and shelves. Everything is spotless. (finish)
6. Daria needs more help in the shop. She _____ to hire Yolanda. (decide)
7. Yolanda's shift begins at 6:00 a.m. today. She _____ for the bus for 30 minutes. She's worried that she's going to be late. (wait)
8. It's 6:05 a.m. Yolanda _____ to say she will be late. (call)
9. It's 6:30 a.m. Yolanda _____ at the store. Daria is really glad to see her! (arrive)
10. It's noon. Yolanda _____ for several hours, and she's ready to take a break. (work)

Listen and check your answers.



B Talk with a partner. Look at Yolanda’s work schedule. Make sentences about the things she has just done and has been doing at the following times: 6:15, 6:30, 7:30, 11:00, 12:00, 2:00, and 4:00.

It’s 6:15 a.m. Yolanda has just arrived.

It’s 11:00 a.m. Yolanda has been serving customers for three and a half hours.

Activity	Time
Arrive; Turn off the security alarm	6:15 a.m.
Turn on the cash register; Make coffee	6:30 a.m.
Open the shop for customers	7:30 a.m.
Serve customers; Take phone orders	7:30 a.m.–11:00 a.m.
Eat lunch	11:00 a.m.–12:00 p.m.
Serve customers; Take phone orders	12:00 p.m.–4:00 p.m.
Refill sugar containers; Receive shipment of coffee	2:00 p.m.
Go home	4:00 p.m.

Write sentences about Yolanda’s schedule.

It’s 6:15 a.m. Yolanda has just arrived.

It’s 11:00 a.m. Yolanda has been serving customers for three and a half hours.

3 Communicate

A Work with a partner. Think about your own schedule. Your partner says a time. You say what you have been doing and what you have just done.

- A** Natalia, pretend it’s 10:30 a.m.
- B** OK, it’s 10:30 a.m. I’ve been working for two hours. I’ve just read my email.

B Share information about your partner.

It’s 10:30 a.m. Natalia has been working for two hours. She has just read her email.

Lesson C Participles as adjectives

1 Grammar focus: adjectives ending in *-ed* and *-ing*



Participles are forms of verbs. They can end in *-ed* or *-ing*. Sometimes we use them as adjectives. Often the *-ing* form describes a thing or person and the *-ed* form describes the way someone feels.

<i>-ed</i> ADJECTIVES	<i>-ing</i> ADJECTIVES	
I'm tired of this job.	This is a tiring job.	This job is tiring .
He's interested in this task.	This is an interesting task.	This task is interesting .
They're disappointed about their grades.	These are disappointing grades.	These grades are disappointing .

2 Practice

A Write. Circle the correct adjective.

- A** I heard that Juan and his friends went to a party after work. How was the party?
B It was really **exciting** / **excited**.
- A** What did Juan and his friends like the most about the party?
B There was a lot of **interesting** / **interested** music from different countries.
- A** How did Juan feel the next day at work?
B He was **exhausting** / **exhausted**.
- A** How long did he have to work?
B He had to work from 9:30 to 6:30. It was a **tiring** / **tired** day.
- A** Does Juan usually start working at 9:30?
B No, he overslept! He was **shocking** / **shocked** that he didn't hear the alarm clock.
- A** How did his boss react when he showed up late?
B His boss was **irritating** / **irritated**.
- A** What did his boss say to him?
B He told Juan that he was **disappointing** / **disappointed** in him.
- A** How did Juan feel after his boss told him that?
B He felt **embarrassing** / **embarrassed**.
- A** Juan didn't have a good day, I guess. What did he do later that night?
B He stayed home and had a **relaxing** / **relaxed** night in front of the TV.
- A** So, is Juan going to go out again on a weeknight?
B I don't think so. He said it was an **exhausting** / **exhausted** experience.

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



B Talk with a partner. For each picture, describe the person and the activity. Choose participial adjectives from the boxes.

The woman is excited.

Getting an award is exciting.

Positive

amusing amused
exciting excited
interesting interested
relaxing relaxed

Negative

annoying annoyed
boring bored
frightening frightened
frustrating frustrated



Write two sentences about each picture.

*The woman is excited.
Getting an award is exciting.*

3 Communicate

A Work in a small group. Ask and answer questions about your experiences. Use the adjectives from Exercise 2B.

A What's an amusing experience that you have had at work?

B I was very amused when . . . it was amusing because . . .

B Share information about your classmates.

1 Before you read

Talk with your classmates. Answer the questions.

1. What are some skills, such as following directions, that are necessary for most jobs?
2. What special skills do you have?

2 Read

Read the magazine article. Listen and read again.



Hard and Soft JOB SKILLS

Som Sarawong has been working as an automotive technician at George's Auto Repair for over five years. Today was a special day for Som, a 35-year-old Thai immigrant, because he received the Employee of the Year award. According to Ed Overton, Som's boss, Som received the award "because he's a great people person and he has superb technical skills. I even have him work on my own car!"

Som has the two kinds of skills that are necessary to be successful and move up in his career: soft skills and hard skills. Soft skills are personal and social skills. Som gets along

with his coworkers. He has a strong work ethic; in five years, he has never been late or absent from work. Customers trust him. Hard skills, on the other hand, are the technical skills a person needs to do a job. Som can repair cars, trucks, and motorcycles. He learned from his father, who was also a mechanic. Then he took classes and got a certificate as an auto technician.

Soft and hard skills are equally important, but hard skills are easier to teach and assess than soft skills. People can learn how to use a machine and then take a test on their knowledge. However, it's harder to teach people how to be cooperative and have a good work ethic. George Griffith, the owner of George's Auto Repair, explains, "I've been working in this business for over 30 years, and most of the time when I've needed to fire someone, it was because of weak people skills, not because they didn't have technical abilities." Soft skills and good technical knowledge are a winning combination, and today, Som Sarawong was the winner.



3 After you read



A Check your understanding.

1. What is the main idea of this article?
2. How does the quotation from Ed Overton support the main idea of the article?
3. What is the difference between a soft skill and a hard skill? Give examples from the article.
4. What are three examples of Som's soft skills?
5. According to the article, why are hard skills easier to evaluate than soft skills?
6. Which example shows that Som has a good work ethic?
7. According to George Griffith, do more workers lose their jobs because of weak soft skills or weak hard skills? Do you agree with George? Why or why not?

Reading tip

Quotations are used to explain or support a main idea. They also make a reading more interesting.

Culture Note

The expression *work ethic* is the belief that if you work hard in life, you will get ahead and become successful.

B Build your vocabulary.

1. Find an example in the reading of each prefix and root. Write it in the chart.
2. Use a dictionary. Write the meaning of the words.
3. Guess the meaning of the prefixes and roots in the chart.

Prefixes	Example from reading	Meaning of word	Meaning of prefix
a. <i>re-</i>	<i>repair</i>	<i>to fix what is torn or broken</i>	<i>again</i>
b. <i>co-</i>			
c. <i>auto-</i>			
Roots			Meaning of root
d. <i>tech</i>			
e. <i>super</i>			
f. <i>equ</i>			

4. Work in a small group. Make a list of other words you know with the same prefixes and roots. Write a sentence for each new word.

C Talk with a partner.

1. What is something that you can do superbly?
2. What are some examples of technical skills?
3. What is a hobby or profession that requires good technical skills?
4. What are two hard skills and two soft skills that you have?

→ For academic skills, see pages 177–179.

1 Before you write

A Talk with a partner. Answer the questions.

1. What is a cover letter? What information does it include?
2. Have you ever written a cover letter? Tell your partner about your experience.
3. Many people use spelling and grammar check programs when they write cover letters. What do you think is good about this? What might be bad?

B Read the cover letter.

New Message

Send

From: Ester Yitbarek <eyitbarek@youmail.com>
To: lynn.stevens@osbornk12.edu Cc Bcc
Subject: Teacher's assistant position
📎: Résumé_Ester Yitbarek

↩ Reply ↪ Forward

Dear Ms. Stevens:

I read your advertisement online for a position as a teacher's assistant. I am very interested in this position and have attached my résumé.

I have been working as a teacher's assistant at Hilltop Elementary School for three years. In this job, I have taught reading and math to students in small groups. I have also tutored individual students who were having problems with the lessons. I'm very interested in child development, and I love working with children. I get along very well with my coworkers, and I'm also skilled at dealing with parents.

I am planning to move to a new home in your district. I hope you will call me to schedule an interview. My phone number is 773-555-2673. I look forward to hearing from you.

Sincerely,
Ester Yitbarek

Ester Yitbarek
773-555-2673
eyitbarek@youmail.com

OBJECTIVE: To obtain a position as a teacher's assistant

SUMMARY OF QUALIFICATIONS

- Teacher's assistant at Hilltop Elementary for three years
- Taught reading in small groups
- Tutored students who need extra help
- Bilingual English / Amharic

Useful Language

Informal
Hope to hear from you soon.

Formal
I look forward to hearing from you.

Culture Note

Applicants are usually expected to include a **résumé** — a written statement of their education and work experience — with their cover letter.

C Work with a partner. Answer the questions.

1. Who wrote the cover letter?
2. Who did she write it to?
3. What position is she applying for?
4. Where did she hear about the job?
5. How much experience does she have?
6. What are some of her skills?
7. What is the purpose of the last paragraph?

 **Writing tip**

In the body of a cover letter, include:

- the title of the job you are applying for
- how you found out about the job
- information about your skills and experience
- how the employer can contact you

D Plan a cover letter for a real or an imaginary job. Complete the information.

Paragraph 1:

1. Title of the job you are applying for: _____
2. How you found out about it: _____

Paragraph 2:

3. Your skills and experience: _____

Paragraph 3:

4. How the employer can contact you: _____

2 Write

Write a cover letter for a real or an imaginary job that you are interested in. Include the title of the job in the first sentence and say how you found out about it. Give at least two examples of your skills and experience. Use the cover letter in Exercise 1B and your outline in Exercise 1D to help you.

3 After you write

A Check your writing.

	Yes	No
1. My first sentence says the title of the job I am applying for.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included how I found out about the job.	<input type="checkbox"/>	<input type="checkbox"/>
3. I gave two or more examples of my skills and experience.	<input type="checkbox"/>	<input type="checkbox"/>
4. I gave information about how to contact me.	<input type="checkbox"/>	<input type="checkbox"/>

B Share your writing with a partner.

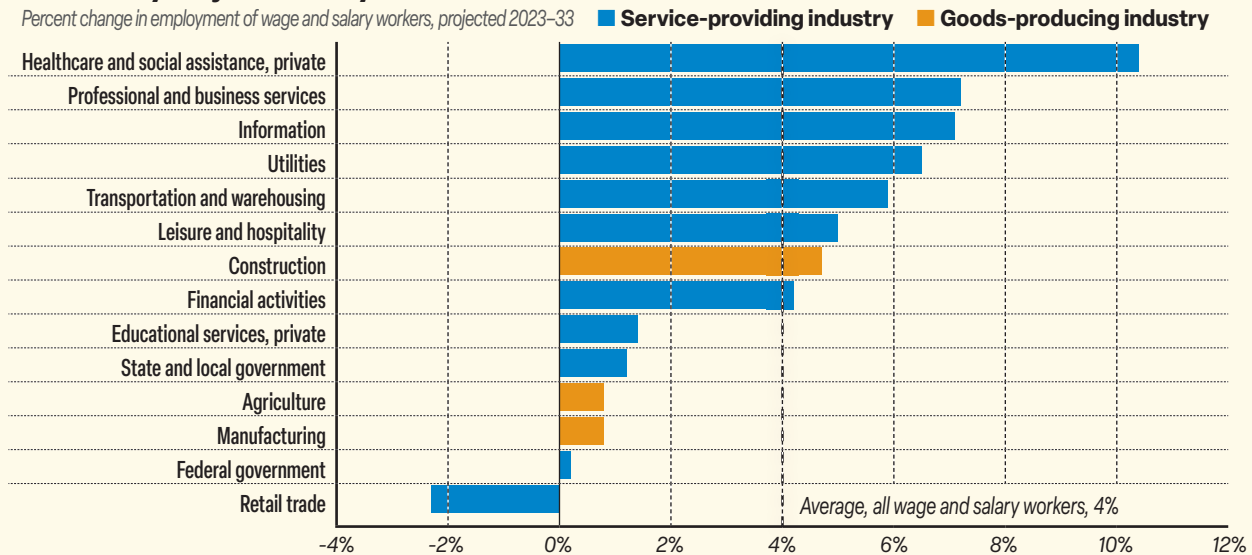
1. Take turns. Read your letter to a partner.
2. Comment on your partner's letter. Ask your partner a question about the letter. Tell your partner one thing you learned.



1 Life-skills reading

Growth by major industry sector

Percent change in employment of wage and salary workers, projected 2023–33



Source: <https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm>

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

- Which service-providing industry will most likely have the largest increase in employment?
 - (A) construction
 - (B) federal government
 - (C) healthcare and social assistance
 - (D) manufacturing
- The percentage of job growth for leisure and hospitality workers is _____.
 - (A) 0
 - (B) 5
 - (C) 10
 - (D) 12
- What is *not* true about manufacturing?
 - (A) It's a goods-producing industry.
 - (B) An increase in the percentage of change in employment is expected.
 - (C) It will gain more jobs than the federal government.
 - (D) It will increase by more than 5 percent by 2033.
- According to the chart, which of the major industries listed below project the least growth from 2023 to 2033?
 - (A) agriculture
 - (B) federal government
 - (C) retail trade
 - (D) none of the above

B Solve the problem. Give your opinion.

Kumio is a 40-year-old man who was working as an electronic assembler at a large manufacturing company for 12 years. Last month, Kumio and a large number of assemblers were laid off. He's thinking about getting a job in healthcare. He heard about a private training program that costs \$2,500. He also heard about a low-cost program at a community college, but it takes longer. What should he do?

2 Grammar connections: polite requests and offers

Polite requests ask someone to do something to help you. To make a polite request, use *Could you*, *Would you*, or *Can you* with the base form of the verb. You can also use *Would you mind* with the gerund (verb + *-ing*) form of the verb. Polite offers say you can do something to help someone. To make a polite offer, use *Could I*, *Can I*, *May I*, *Let me*, or *Why don't I* with the base form of the verb.



Watch

	QUESTIONS	ANSWERS
Polite requests	<p>Would / Will you move your chair?</p> <p>Could / Can you help me with this box?</p> <p>Would you mind helping me?</p>	<p>Sure.</p> <p>No problem.</p> <p>I'd be glad to.</p>
Offers	<p>Why don't I move this box for you?</p> <p>May / Can / Could I help you with that?</p> <p>Let me open that for you.</p>	<p>OK, thanks.</p> <p>I'd appreciate it.</p> <p>That'd be great.</p>

I'd = I would
that'd = that would

A Talk with a partner. Use the pictures to make and respond to requests for the situation. Then use the pictures to make and respond to offers for the situation. Take turns.

A Could you help me with this box?



B Sure.

A Let me hold the door open for you.



B Thanks! That'd be great!



B Talk with a partner. Look at the places in the box below. Have a conversation in each place. Make a request or offer in each conversation. Take turns.

a bus a grocery store an airplane
a dark movie theater a post office an office

A It's dark in here. Would you mind helping me find my seat?



B I'd be glad to. Follow me.

A OK, thanks.



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.



Jobs in business

The chart lists four jobs in business: receptionist, billing clerk, payroll clerk, and supply chain manager.

Career	Job duties	Required education
 <p>receptionist</p>	<ul style="list-style-type: none"> - Works at the front desk of an office or business - Answers questions and gives information to visitors and customers - Answers the phone and directs calls 	High school diploma
billing clerk	<ul style="list-style-type: none"> - Calculates costs of goods or services - Communicates with customers about billing - Keeps financial records 	Associate degree
payroll clerk	<ul style="list-style-type: none"> - Monitors employee time worked and time off - Computes wages and prepares payments - Enters information into a database 	Associate degree
 <p>supply chain manager</p>	<ul style="list-style-type: none"> - Manages the inventory and shipment of goods for a company - Analyzes data to make production decisions - Identifies ways to lower costs and improve systems 	Bachelor's degree

Each of these careers in business helps to operate a business. Although each role is different, each is an important part of a larger business system. Receptionists greet customers and answer the phone. Billing clerks send out invoices for goods or services. Payroll clerks prepare payments for employees. Supply chain managers coordinate inventory, production, and shipping.

If you are interested in these careers or other jobs in business, a career center is a good place to begin your search. Career centers are often located at universities or community colleges and training centers. Career centers usually keep job postings on an online database for students or graduates. You can also walk into a college career center and get help with choosing a career, preparing a résumé, and improving your interviewing skills.

3 After you read



Check your understanding.

1. What is the topic of the article?
2. According to the chart, which jobs involve working with money?
3. In the job duties of a billing clerk and job duties of a payroll clerk, which two words mean the same as *adds up*?
4. What do the four careers in this article have in common?
5. What can you get by going in person to a career center that you can't get online?
6. Which of the four careers do you think would be the least likely to have job postings at a community college career center? Why do you think so?

4 Listen



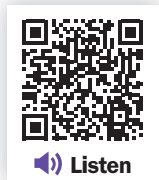
A Listen and answer the questions.

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



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

- | | |
|--|--|
| 1. <input type="checkbox"/> She works for a school. | 5. <input type="checkbox"/> She has a lot of unexpected challenges. |
| 2. <input checked="" type="checkbox"/> She helps find the source of materials. | 6. <input type="checkbox"/> She does a lot of problem solving. |
| 3. <input type="checkbox"/> She helps find the fastest way to ship. | 7. <input type="checkbox"/> She works a regular schedule of 9 a.m. to 5 p.m. |
| 4. <input type="checkbox"/> She is not concerned with cost. | 8. <input type="checkbox"/> She has the same routine every day. |



Listen

Listen and check your answers.

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

1. What qualities does Ms. Hoang say are important for a supply chain manager?
2. Do you think a supply chain manager is a good job for Linda? Why or why not?
3. Are you interested in becoming a supply chain manager? Why or why not?



Useful Language

go with the flow = be flexible



Learn about jobs in business

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



Look



4th Edition

Ventures



4

Workbook

 **CAMBRIDGE**

K. Lynn Savage
(Series Editor)

Gretchen Bitterlin
Dennis Johnson
Donna Price
Sylvia Ramirez

Lesson A Listening

1 Listen and complete the letters.

chart
close up

deal with
exhausted

initials
negotiate

share
work (something) out



Listen

Mr. Advice

Dear Mr. Advice,

Marta and I work in a bookstore on the same shift. She runs the cash register and answers questions from customers. I answer the phone and put new books on the shelves. I like Marta, but every afternoon she calls her children several times on her cell phone. She talks to them for a long time about their day at school. Then they make plans for dinner.



Afternoons are very busy in the store. While Marta is talking to her kids, I have to help the customers, put books on the shelves, and answer the phone – all at the same time. We have a ^{1.} chart with our duties, and Marta writes her ^{2.} _____ for things that she hasn't done. I'm _____ after work because I'm doing the jobs of two people! She never does her ^{3.} _____ of the work. Sometimes she even leaves early, and I have to ^{4.} _____ the shop by myself. What should I do?
^{5.}

Diana in Denver

Dear Diana in Denver,

First, you should try to _____ with Marta. Explain the problem and agree on a time for one short phone call to her children. Of course Marta wants to know that her children are OK. But work is not the place for long, personal phone conversations.

If she doesn't agree, you should tell your boss, and let him or her ^{7.} _____ the problem. Marta's bad habits will cause problems for the business. But you like Marta and enjoy your job, so I'm sure you can ^{8.} _____ things _____.

Good luck!

Mr. Advice

2 Answer the questions. Use the information in Exercise 1.

1. What are Diana's duties?

She answers the phone and puts new books on the shelves.

2. What is Diana's problem?

3. What is Mr. Advice's first solution?

4. What should Diana do if the first solution doesn't work?

3 Complete the sentences.

advice close up exhausted negotiate task
chart deal with initials share work (something) out

- I'm trying to work something out so I can take the day off tomorrow.
- I have to stay late because it's my turn to _____ the store.
- After you've read this form, please write your _____ here.
- When you buy a car, people expect you to _____ for a better price.
- Can I ask for your _____? My boss always wants me to work late and I'm not sure what to do.
- Lucy doesn't do her _____ of the work around here. It's not fair.
- My boss made a _____ of the employees' duties and hung it on the wall.
- Whenever I finish one _____, I start the next one right away. I like keeping busy!
- I worked all day today, and now I'm _____. I don't want to go out.
- I sometimes have to _____ difficult customers. It's part of my job.

4 Listen. Then check two true sentences.

- Scott sometimes leaves early to go to the library.
- Scott has asked the owner's permission to leave early.
- Scott doesn't get paid when Amelia does his work.
- Jerry thinks that Scott has been irresponsible.



Lesson B Verb tense contrast

Study the grammar explanation on page 151. For a list of past participles, turn to page 154.

1 Complete the chart.

		Present perfect	Present perfect continuous
1.	he / serve	<i>he has served</i>	<i>he has been serving</i>
2.	they / work		
3.	we / go		
4.	she / help		
5.	I / take		

2 Read the sentences. Circle the correct answers.



- Diana has been putting books on the shelves for two hours.
 a. She's putting books on the shelves now.
b. All the books are on the shelves.
- Daria has made strawberry donuts.
a. We can sell the donuts now.
b. The donuts aren't ready.
- Mike has been working as a cashier for two years.
a. He's a cashier now.
b. He has a different job now.
- They have been painting the bookstore.
a. They finished painting yesterday.
b. They will finish painting soon.
- I've been reading that magazine.
a. I finished reading it.
b. I haven't finished it yet.
- I've washed all the dishes.
a. The dishes are clean.
b. The dishes will be clean soon.
- Marta has talked to her kids twice.
a. She is talking to them now.
b. She isn't talking to them now.

3 Complete the sentences. Use the present perfect or present perfect continuous. Use *just* where possible.

- 2:30 p.m. Diana is already at the bookstore. Marta has just arrived at the store, too.
(1. arrive)
It's very quiet. Only three customers _____ into the store so far.
(2. come)
- 4:00 p.m. Diana _____ books on the shelves for an hour.
(3. put)
- 5:00 p.m. The store gets busy. Many people _____ work.
(4. finish)
- 5:30 p.m. Marta _____ on the phone with her daughter for 20 minutes.
(5. talk)
Diana is getting angry. She _____ Marta's work for nearly half
(6. do)
an hour! Suddenly, Marta puts her phone away. Their boss _____
into the store. (7. walk)
- 7:00 p.m. Diana's feet are tired. She _____ for five hours.
(8. stand)
- 11:00 p.m. Diana _____ a very funny book that has made her forget her
(9. read)
problems. Now she's ready for bed.

4 Read Diana's new schedule. Write sentences about Diana's duties at these times. Use the present perfect or present perfect continuous. Use *just* where possible.

Calendar.online	
Diana Parker's Work Schedule	
<input type="button" value="Today"/> <input type="button" value="Day"/> <input type="button" value="Week"/> <input type="button" value="Month"/> <input type="button" value="Year"/>	
Arrive	🕒 2:00 p.m.
Order new books	🕒 2:15–3:00 p.m.
Put books on the shelves	🕒 3:00–4:30 p.m.
Take a break	🕒 4:30–5:00 p.m.
Help Marta at the cash register	🕒 5:00–7:30 p.m.
Sweep the floor	🕒 7:30–7:45 p.m.
Turn off the computer	🕒 7:55 p.m.

- It's 2:05 p.m. She has just arrived.
- It's 2:45 p.m. _____
- It's 4:00 p.m. _____
- It's 5:00 p.m. _____
- It's 5:45 p.m. _____
- It's 7:59 p.m. _____

Lesson C Participles as adjectives

Study the grammar explanation on page 151.

1 Complete the chart.

	Adjectives ending in <i>-ed</i>	Adjectives ending in <i>-ing</i>
1.	<i>bored</i>	boring
2.	frustrated	
3.		exciting
4.	disappointed	
5.		interesting

2 Complete the sentences.

amused disappointed frightened interested
bored excited frustrated relaxed

1. Laila has been reading that book for three hours now. She's underlining sentences in it and taking notes. She's interested in the story.
2. Mariano has been doing exactly the same thing at work every day for six years. Every day is just like every other day. He's _____.
3. Tina doesn't like to be alone in her house at night. She's _____.
4. Eddie and his classmate went to the library, but it was closed, so they couldn't get any books. They're _____.
5. Denise just got a much better job with higher pay. She is looking forward to starting next week. She's _____.
6. Mr. and Mrs. Gray are laughing because their son just told them a very funny story. They're _____.
7. Rolando had the day off today. He slept a lot, talked to his friends, and watched some TV. He's _____.
8. Sakura has been trying to fix her computer for two hours, but it still doesn't work. She has tried many different things. She's _____.

3 Circle the correct adjectives.

1. I feel really tired / **tiring** this morning because I went to bed very late last night.
2. My co-worker told me an **amused** / **amusing** story about a customer.
3. My job is really **bored** / **boring**. It never changes.
4. Working alone at night is sometimes **frightened** / **frightening**. No other workers are in the building with me, and it's too quiet.
5. Yolanda's boss didn't listen to her complaints, so now she's **frustrated** / **frustrating**.
6. I read an **interested** / **interesting** article about how to get along better with your co-workers.
7. My manager was **disappointed** / **disappointing** in me because I was late for work again.

4 Complete the sentences. Use adjectives ending in -ed or -ing.

- A** I hate giving presentations at work! My hands get cold, and my voice sounds strange. I feel really frightened when I have to speak to a big group of people. 1. frighten
- B** Really? Why do you feel scared?
- A** I'm always afraid my presentation will be _____, and people won't be _____ in it. 2. bore
3. interest
- B** Maybe you could tell a short but _____ story that will make people laugh. 4. amuse
- A** That's a good idea.
- B** And here's another idea. Last week, I saw a great presentation at work. The speaker showed us a few _____ photos. People couldn't believe what they saw! 5. excite
- A** OK, I'll bring some pictures. Can you help me prepare my presentation? I can't find the right words, and then I feel _____.
6. frustrate
- B** Sure, I can help you! And if you practice a lot, you'll feel more _____.
7. relax
- A** But I only have three days.
- B** Don't worry, you can do it. Your boss won't be _____ in you. You're going to give a great presentation! 8. disappoint



1 Read. Circle *T* (True) or *F* (False). Then listen.



Listen

The **Soft Skills** That **Employers** Want



To move up in your career, you need two kinds of skills: hard (or technical) skills and soft (or personal) skills. Every job requires different technical skills, but most jobs need the same kinds of soft skills. What soft skills are employers looking for? We asked a group of business leaders this question, and here are their answers.

Good attitude

You are happy to be working at this job, and you want to move up in your career. You are interested in your work and want to learn more about it.

Work ethic

You show your employer that you will work hard for your paycheck. When you aren't busy, look for another project to do, or help another employee with his or her work. Try to do superb work in all parts of your job.

Teamwork

Working well with other employees is very important. You help other people and ask other people for help when you need it. Sometimes your boss won't notice all of the good things that you do, but don't be disappointed.

Confidence

You try new things and learn from your experiences. If you make a mistake, correct it as soon as you can. And don't get irritated if your supervisor corrects you. Employers need people who want to try new things.

Communication skills

You express your ideas clearly, even if your English isn't always perfect. In most jobs, speaking and writing are equally important. Try to increase your vocabulary by learning at least one new technical word every day. Ask questions if you don't understand things.

People skills

You are kind and helpful to your co-workers and to everyone that you meet during your day at work. You know that all people are different, and you try to understand how they feel.

Honesty

You are careful with your employer's money and property, and you don't take things home to use for yourself. You repair things if you break them. You don't make personal phone calls or waste time when you're at work.

- | | | |
|---|---|---|
| 1. An employee with confidence doesn't need to correct their mistakes. | T | F |
| 2. An employee with good people skills understands different kinds of people. | T | F |
| 3. An employee with a good work ethic thinks only about money. | T | F |
| 4. An employee with honesty doesn't take long breaks during work hours. | T | F |
| 5. An employee with a good attitude is happy to have their job. | T | F |

2 Write the soft skill that each person has. Use the information in Exercise 1.

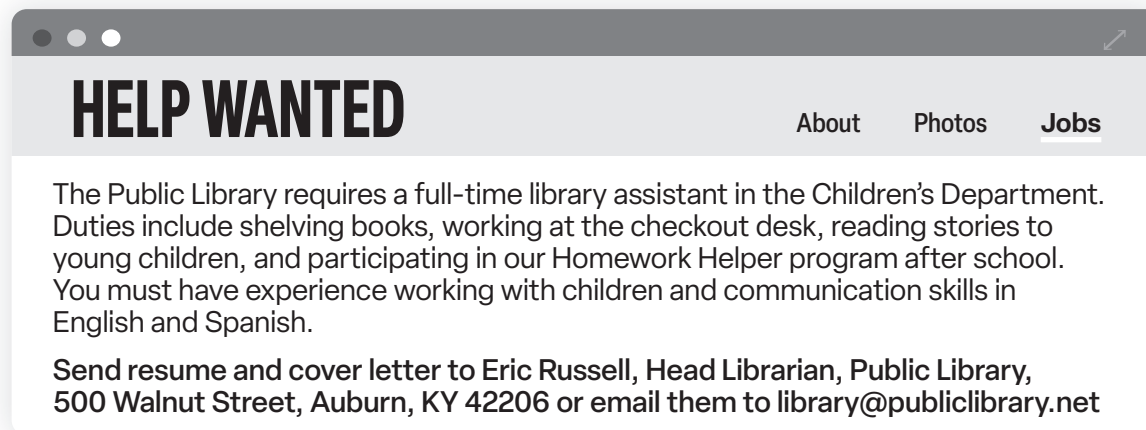
	Soft skill
1. Alan always looks for something to work on after he finishes his own work at the donut shop.	<i>work ethic</i>
2. Sharmin really enjoys her job. She wants to get a promotion, so she's taking computer classes after work.	
3. Alexei helped a customer find a great birthday present for her grandmother even though it took a long time.	
4. Young-mi makes salads in the restaurant, but she is ready to learn how to cook. She has offered to help the chefs at lunchtime next week.	
5. Chin worked very hard on the group report even though his name wasn't on it.	
6. Omar waits until his lunch break to call his wife on his cell phone.	
7. Renata is a cashier in a supermarket. She is learning the English names of all the fruits and vegetables in the store so that she can help customers.	

3 Complete the sentences.

automotive equally personal superb
cooperative motorcycle repair technical

- To work with all kinds of machines, you need to have strong technical skills.
- Jorge speaks excellent English, and he writes _____ well.
- I want to get a _____ because it's cheaper than a car and a lot more fun.
- My cousin knows how to _____ computers. He fixed my laptop when it stopped working.
- My mother is a _____ cook. Everyone loves to come to our house for dinner!
- Larisa is very _____ with her co-workers. She gets along well with them and always helps them when they are busy.
- Brian is studying for a certificate in _____ repair. He wants to work with cars.
- Some people don't like to answer _____ questions about age and marital status.

1 Read the online ad. Then answer the questions.



HELP WANTED About Photos **Jobs**

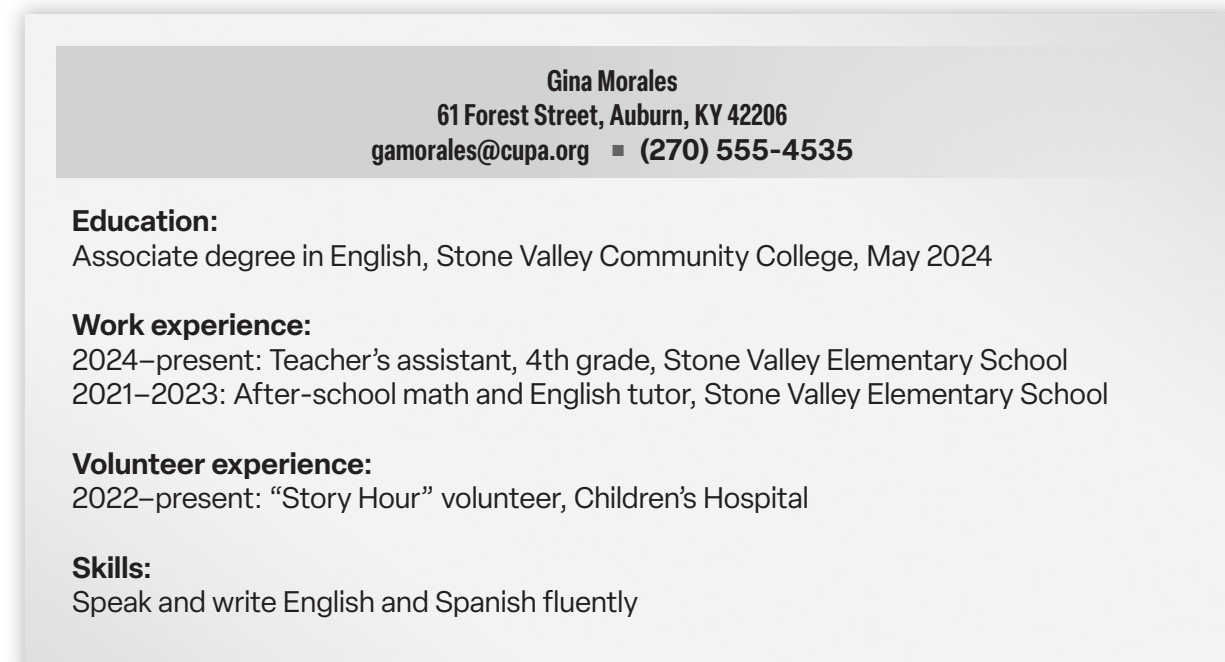
The Public Library requires a full-time library assistant in the Children’s Department. Duties include shelving books, working at the checkout desk, reading stories to young children, and participating in our Homework Helper program after school. You must have experience working with children and communication skills in English and Spanish.

Send resume and cover letter to Eric Russell, Head Librarian, Public Library, 500 Walnut Street, Auburn, KY 42206 or email them to library@publiclibrary.net

1. What is the job? full-time library assistant
2. Where is the job? _____
3. What are the job duties? _____

4. What skills and experience should the job candidate have? _____

2 Read the résumé.



Gina Morales
61 Forest Street, Auburn, KY 42206
gamorales@cupa.org ■ (270) 555-4535

Education:
Associate degree in English, Stone Valley Community College, May 2024

Work experience:
2024–present: Teacher’s assistant, 4th grade, Stone Valley Elementary School
2021–2023: After-school math and English tutor, Stone Valley Elementary School

Volunteer experience:
2022–present: “Story Hour” volunteer, Children’s Hospital

Skills:
Speak and write English and Spanish fluently

3 Plan an email cover letter for Gina. She wants to work at the Public Library. Use the information in Exercises 1 and 2.

1. Today's date: _____
2. Inside address
 - a. Name and title of addressee: Eric Russell, Head Librarian
 - b. Address: _____
3. Position Gina is applying for:
 - a. Job title: _____
 - b. How Gina found out about the job: _____
4. Gina's experience and skills: _____

4 Write Gina's email cover letter. Use your outline from Exercise 3.

Send

From: _____

To: _____ Cc Bcc

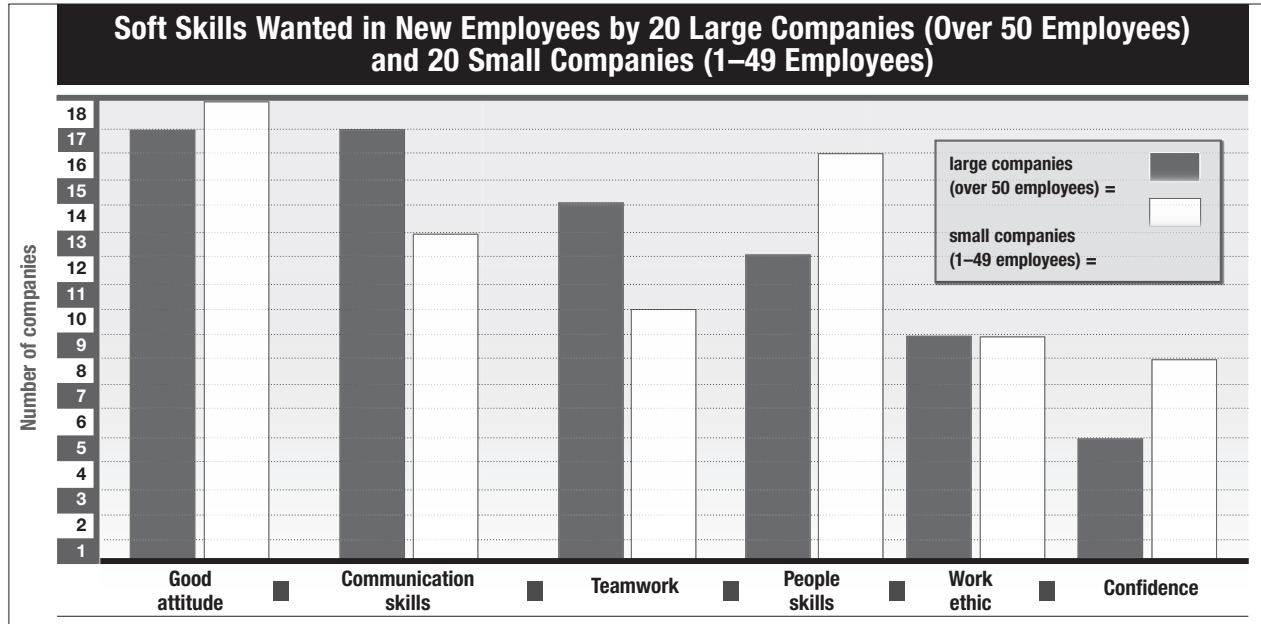
Subject: Public Library Position

← Reply → Forward

_____ :

_____ ,

1 Read the questions. Look at the graph. Then fill in the answers.



- This graph identifies _____.
 - A what soft skills workers have
 - B how many workers are in each company
 - C what soft skills companies want
 - D what jobs workers want
- The information comes from _____.
 - A 20 companies
 - B 40 companies
 - C 49 companies
 - D over 50 companies
- What is the most important soft skill for both large and small companies?
 - A work ethic
 - B people skills
 - C good attitude
 - D teamwork
- Which soft skill is equally important for both kinds of companies?
 - A work ethic
 - B people skills
 - C teamwork
 - D confidence
- Which soft skill is more important at large companies than at small companies?
 - A confidence
 - B teamwork
 - C good attitude
 - D people skills
- Which soft skill is more important at small companies than at large companies?
 - A work ethic
 - B communication skills
 - C both A and B
 - D neither A nor B

2 Choose the best line to complete each conversation.

1. (At the checkout counter in the grocery store)

A ____? I only have a loaf of bread.**B** No problem. Go ahead.**A** Thanks. I appreciate it.**(a.)** Would you mind letting me go first

b. May I help you with that

2. (On an airplane)

A Here, let me help you with that suitcase.
It looks pretty heavy.**B** ____.**A** No problem.

a. Thanks. I appreciate it

b. I'd be glad to

3. (At the reception desk in an office)

A Would you let Ms. Caruthers know that I'm here, please?**B** _____. Just one moment.**A** OK. Thanks.

a. I'd appreciate it

b. I'd be glad to

4. (At the movie theater)

A ____?**B** Oh, sorry. I forgot I had it on.**A** Thanks.

a. Could I please turn off your phone

b. Would you please turn off your phone

5. (On the bus)

A Excuse me, ma'am. ____? I'm getting off at the next stop.**B** Oh, thanks very much. I *am* a little tired.**A** No problem.

a. Could I take your seat

b. Why don't you take my seat



1 Read.

The screenshot shows a web browser window with the URL www.careercenteronline.com. The page title is "Career Center Online" and it has navigation links for "About Us", "Careers", and "Contact Us". The main heading is "Business jobs". There are four job descriptions arranged in a 2x2 grid:

<p>Receptionist</p> <p>Duties</p> <ul style="list-style-type: none"> • Answers telephones and directs calls • Answers questions and gives information to visitors and customers <p>Work activities</p> <ul style="list-style-type: none"> • Works at the front desk of an office or business • Works directly with the public <p>Education</p> <p>High school diploma</p>	<p>Payroll clerk</p> <p>Duties</p> <ul style="list-style-type: none"> • Keeps track of employee time worked and time off • Computes wages and prepares paychecks • Enters information into a database <p>Work activities</p> <ul style="list-style-type: none"> • Communicates with and provides information to supervisors and co-workers <p>Education</p> <p>Associate degree</p>
<p>Billing clerk</p> <p>Duties</p> <ul style="list-style-type: none"> • Calculates cost of goods and services • Keeps financial records <p>Work activities</p> <ul style="list-style-type: none"> • Communicates with customers about billing by phone or mail • Sends out invoices <p>Education</p> <p>Associate degree</p>	<p>Supply chain manager</p> <p>Duties</p> <ul style="list-style-type: none"> • Manages the inventory and shipment of a company's goods • Analyzes data to make production decisions • Identifies ways to lower costs and improve systems <p>Work activities</p> <ul style="list-style-type: none"> • Communicates with supply managers in other countries • Thinks critically to solve problems because of delays or shortages <p>Education</p> <p>Bachelor's degree</p>

Click [here](#) for help with your résumé and tips on how to improve your interviewing skills.

2 Look at Exercise 1. Where would you find information like this?

- a. a class schedule b. a job database c. an evaluation form

3 Answer the questions with a job title.

1. Who asks customers for payment? *billing clerk* _____
2. Who keeps track of how many hours employees work? _____
3. Who greets customers? _____
4. Who needs to know what employees' salaries are? _____
5. Who looks for ways to save money? _____
6. Who connects customers with other people at the company? _____

**4 Why is Kayla going to apply for the job?
Listen and check three answers.**

Kayla is going to apply because . . .

1. she likes unexpected challenges.
2. she has the right qualifications and skills.
3. her friend thinks she would be good at it.
4. she thinks office products are interesting.
5. she wants a predictable and routine job.
6. she wants to work with people from all over the world.



5 Circle the correct words. Then listen again and check.

1. I'd be responsible / responsibility for answering the phone and directing calls.
2. You need to have good time **managing** / management and communication skills.
3. Long hours might be tiring and **stressful** / stressed.
4. I like **unexpected** / expected challenges because they keep things interesting.
5. I think I have good communication skills and am good at **greet** / greeting people.
6. There might be an urgent problem, like a **shortage** / shorten of materials.
7. I prefer routine and **predictable** / predictability.
8. You have to relax and accept each situation. Just go with the **flowing** / flow.

6 Answer the questions. Use the information from Exercise 5.

1. What skills does a receptionist need? good time management and communication skills

2. Why might the job be stressful? _____

3. What is the receptionist responsible for? _____

4. What does "go with the flow" mean? _____

5. What is an example of a problem that might happen? _____

6. What makes the job interesting? _____
