

SCOPE AND SEQUENCE

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 1 Selling Yourself pages 2–15	- Describe hard and soft skills - Describe characteristics of a good goal	- Listen and take notes using strategy of writing only important words - Discuss own job goal and hard and soft skills needed for the job	- Use a dictionary to find the meaning of words as they are used in a reading - Determine the meaning and use of identified adjectives - Recognize and use academic words	- Participial adjectives - Verb tense review
Unit 2 Building Self-Confidence pages 16–29	- Define self-confidence - Recognize characteristics of self-confidence	- Listen and take notes using the strategy of omitting vowels from the middle of words - Discuss strengths, weaknesses, and self-confidence	- Recognize suffixes that indicate part of speech and determine the root word - Identify words in the same word family and their part of speech - Recognize and use academic words	- Present passive - Past passive
Unit 3 Pathways to Build Skills and Experience pages 30–43	- Describe and compare pathways to building skills - Report speech - Summarize information about pathways to building skills	- Listen and take notes using the strategy of eliminating small connecting words - Discuss advantages and disadvantages of different pathways	- Recognize prefixes that make words negative, e.g., <i>un-</i>, <i>dis-</i>, <i>non-</i> - Identify gerunds and the related nouns that refer to a person instead of an action - Recognize and use academic words	- Indirect (reported) statements - Indirect questions
Unit 4 Effective Job Applications pages 44–57	- Describe steps in finding a job - Discuss important events in own life	- Listen and take notes using the strategy of writing only the first three or four letters of a word - Discuss own experiences in applying for jobs and filling out applications	- Recognize suffixes that change part of speech - Guess meaning of new words from context - Recognize and use academic words	- Past perfect - Simple past and past perfect
Unit 5 Successful Interviews pages 58–71	- Describe rules for making a first impression - Express past regrets and logical conclusions	- Listen and take notes using the strategy of noting clue words - Discuss ways to make good first impressions	- Identify context clues to determine whether words carry a positive or negative meaning - Identify and understand idiomatic phrases - Recognize and use academic words	- Past modals to express regret or something not done: <i>should(n't) have</i> and <i>could have</i> - Past modals to indicate a logical conclusion: <i>must (not) have</i>, <i>might (not) have</i>

	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS & DIGITAL LITERACY	CAREER READINESS	ACADEMIC SKILLS WORKSHEETS PAGES 142–171
	- Determine the central idea of a text and explain how it is supported by key details - Summarize a text about goals - Read a text closely to determine what it says explicitly and to make logical inferences - Summarize a text about skills needed for success	Write a résumé that follows correct format and incorporates relevant information	Learn about jobs in government	Reading: Compare and contrast three texts about goal setting and achieving success at work Vocabulary: - Use context clues to determine if words have a positive or negative meaning - Recognize, define, and use academic words Writing: Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success
	- Determine the central idea of a text and explain how it is supported by key details - Summarize a text about understanding self-confidence - Read a text closely and refer to details and examples to explain what the text says explicitly - Summarize a text about building self-confidence	Write a paragraph that identifies own strengths and provides supporting examples	Learn about jobs in education	Reading: Compare and contrast three texts about self-confidence Vocabulary: - Relate academic words to everyday words - Recognize, define, and use academic words Writing: Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence to those with too much self-confidence
	- Determine the central idea of a text and how it is conveyed through specific examples - Summarize a reading about the similarities and differences between two pathways - Determine the central idea of a text and cite evidence to support it - Summarize a reading about the benefits of volunteering	- Use a cluster graphic organizer to organize ideas - Write a summary paragraph about three different pathways to building skills	Learn about jobs in human services	Reading: Analyze two texts about the advantages and disadvantages of volunteering Vocabulary: - Identify the use of punctuation marks to signal definitions or synonyms - Recognize, define, and use academic words Writing: Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument
	- Determine the central idea of a text and explain how it is supported by key details - Summarize a reading about the danger of scammers - Read a text closely and refer to details and examples to explain what the text says explicitly - Summarize a reading about tips for a successful job application	Write a cover letter that follows correct format and incorporates relevant information	Learn about jobs in healthcare	Reading: Analyze three texts about online job applications Vocabulary: - Identify transition words and phrases that link similar ideas and signal contrast in ideas - Recognize, define, and use academic words Writing: Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages
	- Determine the central idea of a text and how it is conveyed through key details - Summarize a text about successful interviews - Read closely to determine what the text says explicitly and to make logical inferences - Summarize a text about following up on an interview	Write a thank-you note that follows correct format and includes specific details	Learn about jobs in transportation	Reading: Compare and contrast two texts about suggestions for gaining meaningful employment Vocabulary: - Identify suffixes to determine part of speech and define meaning - Recognize, define, and use academic words Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
Unit 6 Small Talk pages 72–85	- Discuss purposes of and appropriate topics for small talk - Initiate and respond to small talk	- Listen and take notes using the strategy of writing only the first and last letters of one-syllable words - Discuss examples of small talk in own countries and in US	- Recognize verb + preposition, their meaning, and a synonym for their combination - Recognize phrasal verbs and how their meaning is different from the original verbs - Recognize and use academic words	- Tag questions - Gerunds and infinitives
Unit 7 Improving Relationships pages 86–99	- Identify benefits in teamwork - Describe imaginary situations - Give advice	- Listen and take notes using the strategy of writing important facts - Discuss effects of teamwork and own feelings about teamwork	- Determine the meaning of words from textual clues - Recognize and define the meaning of various idioms - Recognize and use academic words	- Present unreal conditional to talk about imaginary situations and to give advice - Restrictive and nonrestrictive adjective clauses
Unit 8 Giving and Receiving Criticism pages 100–113	- Give and accept criticism - Express past wishes	- Listen and take notes using the strategy of citing source for facts - Discuss negative and constructive criticism	- Identify adverbs and the words they modify - Identify informal language and relate it to formal language - Recognize and use academic words	- Past unreal conditional clauses to express opinions or wishes not true in the past - Past unreal conditional clauses: <i>wish</i> + past perfect to express regret
Unit 9 The Right Attitude pages 114–127	Describe people with positive and negative behaviors	- Listen and take notes using the strategy of leaving space to fill in important words that are missed - Discuss positive and negative people and how they behave	- Identify suffixes to determine part of speech and define meaning - Identify context clues to determine whether words carry a positive or negative meaning - Recognize and use academic words	- Adverb clauses of concession using <i>although</i> and <i>even though</i> - Transition words and phrases for contrast: <i>however</i>, <i>nevertheless</i>, <i>on the other hand</i>, <i>in contrast</i>
Unit 10 Writing at Work and School pages 128–141	- Describe tips for writing emails and other business correspondence - Identify a problem - Recommend solutions and consequences - Cite evidence from texts to support an argument	- Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts - Discuss characteristics of good writing and goals for improving own writing - Cite evidence that supports the importance of writing	- Use a dictionary to identify synonyms and antonyms of words within a reading - Identify the meaning of new words in context and use a dictionary to identify additional meanings - Recognize and use academic words	- Causative verbs - Transition words to add ideas (<i>in addition</i>, <i>furthermore</i>, <i>moreover</i>, <i>as a matter of fact</i>, <i>in fact</i>) or show results (<i>therefore</i>, <i>consequently</i>, <i>as a result</i>)

Academic Skills Worksheets
Audio Script
Acknowledgements

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pages 172–179
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ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS & DIGITAL LITERACY	CAREER READINESS	ACADEMIC SKILLS WORKSHEETS PAGES 142–171
- Determine the main idea of a text and how examples and reasons support it - Summarize a text about problems with small talk - Summarize a text about strategies for successful small talk	Write a compare and contrast paragraph about appropriate and inappropriate topics for small talk in the US and another country	Learn about jobs in technology	Reading: Analyze three texts about small talk Vocabulary: - Locate negative adjectives and use context clues to determine their meaning. - Recognize, define, and use academic words Writing: Develop a persuasive paragraph arguing that small talk should or should not be used with a diverse work force
- Determine the central idea of a text and how it is conveyed through key details - Summarize a text about bad behavior - Analyze a text to determine the author's point of view - Summarize a text about annoying behavior	Write a letter that offers solutions to an annoying problem at school or work	Learn about jobs in marketing	Reading: Analyze three texts about bad behavior in the workplace Vocabulary: - Locate figurative language and use context clues to determine to their meaning - Recognize, define, and use academic words Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the effectiveness of strategies to deal with annoying workplace behaviors
- Determine the main idea, facts, and details in a text - Summarize a text about accepting criticism - Use textual evidence to draw inferences from a text - Summarize a text about performance evaluations	Write a narrative about an experience of being criticized, the response, and lessons learned	Learn about jobs in business	Reading: Compare and contrast three texts about performance evaluations and accepting criticism Vocabulary: - Use a variety of words with the same meaning - Recognize, define, and use academic words Writing: Develop a problem / solution essay about performance reviews
- Determine the central idea of a text and how it is conveyed through key details - Summarize a text about positive thinking - Cite textual evidence that supports an author's point of view - Summarize a text about negativity	Write a college admissions essay that provides own background, goals, preparation, and reason for choosing school	Learn about jobs in construction	Reading: Compare and contrast three texts about the benefits and drawbacks of positive thinking Vocabulary: - Locate antonyms - Recognize, define, and use academic words Writing: Develop a persuasive paragraph / essay about disagreeing or agreeing that there are both benefits and drawbacks to positive thinking
- Cite the textual evidence to support what the text says explicitly - Summarize a text about etiquette - Determine the central idea of a text and explain how it is supported by key details - Summarize a reading about good business writing	Write an action plan that identifies a problem, its consequences, and possible solutions	Learn about jobs in hospitality	Reading: Analyze three texts about issues related to email Vocabulary: - Select the correct definitions of words as used in context of a text - Recognize, define, and use academic words Writing: Develop an opinion paragraph about whether or not you agree with the author's ideas about email communication, using evidence from the texts to support your opinion

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 Standards 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. The main units feature seven skill-focused lessons.

- Self-contained lessons are perfectly paced for one-hour classes. Classes can be extended using the Workbook and additional worksheets found under Teacher Resources on Cambridge One.

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* helps accurately identify the appropriate level of Ventures for each student.
- *Unit, midterm, and final tests* and *test audio* to assess student progress.
- *Collaborative Worksheets* for each lesson develop cooperative learning and community building.
- *Career and Educational Pathways Worksheets* help students meet their employment goals.

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, **Talk about the pictures**, creates student interest with visuals that help the teacher assess what learners already know, and it serves as a prompt for the unit's key vocabulary. Next is **Listening**, which is based on a mini-lecture and has a note-taking exercise to help students practice listening for main ideas and important details, followed by a summary question. A communicative activity at the end gives students an opportunity to discuss questions related to the theme.

LESSONS B AND C focus on grammar. The lessons move from a **Grammar focus** that presents the grammar point in a chart form to **Practice** exercises that check comprehension of the grammar point and provide guided practice.

LESSON B Grammar focuses on speaking. **Grammar focus** presents the grammar in chart form. **Practice** checks comprehension of the grammar point and provides guided practice. **Communicate** guides students in generating conversations, incorporating the grammar point.

LESSON C Grammar focuses on writing. **Grammar focus** presents the grammar in chart form. **Notice** has students notice the structure in context of a paragraph. **Practice** has students write sentences using the structure. **Edit** has students recognize and correct mistakes in a paragraph.

LESSONS D and E Reading develop reading skills and expand vocabulary. Each lesson opens with a **Before you read** exercise, designed to activate prior knowledge and encourage learners to make predictions. **Read** introduces a passage of several paragraphs on a high-interest topic related to the theme of the unit. The reading section of each lesson concludes with **After you read** exercises that check understanding through questions that require close reading. These include two vocabulary-building exercises that focus on strategies and academic words. Each lesson concludes with a summarizing activity. The *Academic Skills Worksheets* section in the back of the Student's Book (pages 142–171) provides additional reading, critical thinking, and academic vocabulary building for each unit.

LESSON F 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. **Write** gives students the writing prompt and refers to previous exercises to help guide their writing. **After you write** has a checklist for students to evaluate their own work and key points to look for when reacting to a classmate's writing.

Digital Literacy introduces students to digital literacy skills within the context of Lesson F in five units. 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 questions that help the teacher assess what learners already know and serves as a prompt for the lesson's key vocabulary. Next is **Read**, which introduces key vocabulary for the lesson while also informing students about jobs within the industry and the similarities and differences between these jobs. **After you read** exercises check comprehension. Next is **Listen**, which is a conversation about one specific job, followed by comprehension questions about key points in the conversation. **After you listen** concludes the lesson by practicing language from the dialogue in a communicative activity with a partner. A Useful Language box contains expressions used in the dialogue related to language functions, e.g. clarification.

UNIT TOUR

The Most Complete Course for Student Success

- Specifically prepares students for the critical thinking, reading, and listening skills needed for the newly updated standardized tests
- Helps students develop the skills needed to be college and career ready and function successfully in their community
- Covers key NRS and WIOA requirements
- Aligned with the English Language Proficiency Standards (ELPS)

Listening

Starts by focusing on the topic using visuals to assess student's prior knowledge and serves as a prompt for key vocabulary.

CASAS

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

Lesson goals

Indicate the workplace and the academic competencies for each lesson.

UNIT 1 SELLING YOURSELF

Lesson A Listening

1 Talk about the pictures

- A** What kinds of skills do people need in order to find a good job these days?
B Describe the people in the photos. What skills do you think they have? Do you have these skills?



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.



2 Listening

A Listen and answer the questions.

- What are two types of job skills?
- Which type is more important?

B Listen again. Take notes on the key information.

Topic: Two types of job skills

A.

1. Definition:

2. Examples:

B.

1. Definition:

2. Examples:

Conclusion

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

- A. B. C.

D Exchange notes with a partner. Do the notes answer these questions?

- What are hard skills?
- What are soft skills?
- Which type of skill is more important?

E Discuss. Talk with your classmates.

- What kind of job do you want to have in the future?
- Which hard and soft skills will you need?
- What do you plan to do in order to get the skills you need?

LS.1, LS.2
 0.1, 0.2, 2.5, 2.7, 4.1, 4.4, 7.1, 7.2, 7.5

Listen for and identify types of job skills

UNIT 1 3

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. Lesson C focuses on grammar for writing.

Grammar chart

Presents and practices the grammar point.

Grammar presentation video

Allows for self-directed learning and develop digital literacy.

Additional grammar activity

Ensures students have the chance to practice more grammar to meet the rigor of academic standards.

Lesson B Participial adjectives

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

Verb forms that end in -ed or -ing are called participles. There is a difference in meaning between the -ed and the -ing forms. Often, the -ed form describes the way someone feels, and the -ing form describes a situation, thing, or person.

Adjective -ed	Adjective -ing	
I'm interested in this job.	This is an interesting job.	This job is interesting .
He's excited to do the work.	This is exciting work.	The work is exciting .

2 Practice

A Write. Circle the correct adjective.

- A. Jose, how did your job interview at the library go last week?
B. It was really **(tiring)** tired.
- A. Why?
B. It was pretty long. But it was also **excited** / **exciting**.
- A. What did they ask you?
B. They asked if I was **interested** / **interesting** in books.
- A. Did they ask you anything else?
B. They wanted to know if it was **motivated** / **motivating** for me to work on a team or if I preferred working alone.
- A. Do you think you'll get the job?
B. They asked me to come for a second interview tomorrow. I'm so **thrilled** / **thrilling**!
- A. I have an interview at the hospital tomorrow. Do you have any advice for me?
B. Show the employer how **dedicated** / **dedicating** you are.
- A. Anything else?
B. If you don't get the job, don't be **frustrated** / **frustrating**.
- A. Well, I would be **disappointed** / **disappointing**.
B. Just think of it as good interviewing experience.

B Talk with a partner. Take turns asking and answering the questions. Choose a participial adjective from the list in your answers.

amused / amazing
amused / amusing
amused / annoying

bored / boring
disappointed / disappointing
embarrassed / embarrassing

excited / exciting
frightened / frightening
surprised / surprising

How do teachers feel when their students are late?

They feel annoyed.

- How do teachers feel when their students are late?
- How did Sarah feel when she didn't get her dream job?
- How does it feel when someone criticizes you in front of other people?
- What was your opinion about the last movie you saw?
- What is your opinion about dangerous sports like rock climbing or motorcycle racing?
- In his job, David sees the same people and does exactly the same things every day. What kind of job does he have?

Write sentences about the situations. Use participial adjectives.

Teachers feel annoyed when their students are late.

C Listen and continue the conversation. Circle the answer.

A.

B.

C.

3 Communicate

A Work in a small group. Take turns asking and answering questions about your experiences. Use the adjectives from Exercise 2B.

What's a frustrating experience you've had at school or work?

I was frustrated when I got a low score on a test after I studied for five hours.

- What is the most exciting thing that has happened to you recently?
- Have you ever been depressed?
- What is an amusing movie or TV show you've seen recently?
- Is there anything about life in the United States that is surprising for you?
- [your own question]

B Share information with your classmates.

Controlled writing activity

Provides students with authentic practice.

Real-life practice

Engages students and provides meaningful application of the grammar.

Lesson C Verb tenses

1 Grammar focus: review of verb tenses

Use simple present tense for general truths, habitual events, and permanent situations. Use simple past tense for things that happened in the past. Use present perfect tense for things that started in the past but continue to the present and things that happened at a non-specific time in the past. Use simple future tense for things that haven't happened yet.

Simple present	Are you currently employed? How many hours do you work? What was your last position?	Yes, I'm a cashier in a restaurant. I work 36 hours a week. I was a salesperson.
Simple past	Where did you work?	I worked at a small gift shop.
Present perfect	How long have you been at your current job?	I've been at my current job for 1-4 months.
Simple future	Have you ever worked for this company? When will you be available to work?	No, I've never worked for this company before. I'll be available at the end of this month.

2 Notice

Look at the following job application questions. Notice the tense. On the line before the question, write Present, Past, PP (present perfect), or F (future). Underline the word or words that indicate the tense.

- When did you graduate to this country?
- Have you completed your high school education?
- Where you employed in your native country?
- What kind of educational training have you had?
- What technical skills do you have?
- Have you ever worked as part of a team?
- Did you supervise other employees?
- What are your career goals?
- What will you need to do to achieve your goals?
- Where will you be five years from now?

3 Practice

Rewrite each sentence. Use the tense indicated in parentheses.

- David had difficulty achieving his goal. (future) David will have difficulty achieving his goal.
- Have they gone to work? (past) _____
- Every student has taken their semester class. (present) _____
- Does Cindy know the names of the medications? (past) _____
- The vocational counselors will help me. (present perfect) _____
- Will that be a translatable skill? (present) _____
- Carol's counselors love her enthusiasm. (future) _____
- Did some of you start the assignment? (present perfect) _____

4 Edit

Find and correct seven additional mistakes with verb tenses in the following paragraph.

Frank has never ~~been~~ a regular job, but he makes good money. For the last three years he has been a travel blogger. How do travel bloggers make money? They travel to interesting destinations, and they writing about their adventures and past photos. Good bloggers can have many thousands of followers. Advertisers often paying to have banner ads on travel websites. Sometimes hotels offers money and free lodging to a blogger for writing good reviews of the hotel. Last year Frank traveled to Southeast Asia, India, and China. He stayed in many different hotels and inns and write about his experiences each day. To develop his skills, last spring Frank takes two online courses—a writing class and a photography class. Currently Frank has over 30,000 followers. He says, "By next year I'll had 80,000 followers."

5 Collaborate and write

Work in groups of three. Ask and answer the questions in Exercise 2. Together, write a paragraph about one person in your group. Write 6-8 sentences. Include at least one sentence from each of the four verb tenses in this lesson.

_____ is a student in this class.

Notice

Asks students to identify key grammar patterns in contexts commonly found in academic and work settings.

Editing activity

Gives students an opportunity to practice recognizing and correcting common errors in order to improve their writing.

Collaborate and write

Allows students to practice the structure in an authentic, but controlled way by working together to produce a paragraph.

Reading (Lessons D & E)

- Uses a 3-step reading approach to highlight the skills and strategies students need to succeed in both academic and workplace settings.
- Combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- Brings complex, informative texts into the classroom to help students read independently and proficiently.

Comprehension questions

Include the kinds of **critical thinking** and **text-dependent questions** found on updated standardized tests.

Academic vocabulary

Has been added to help students improve their reading skills.

Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. What are your goals for the next one, two, or three years?
2. Why are some goals easier than others? Why are some more difficult?

2 Read

Read the article. Listen and read again.

SETTING GOALS for the FUTURE

What do you want your future to look like?
Do you want to develop skills for a better job? Do you want to graduate from college? No matter what you want in the future, one of the best ways to get there is by setting goals.

Setting a goal means making a decision about what you want to achieve. It requires finding out what you need to do to achieve that goal and planning how long it will take you to do it. Making choices about the future can be difficult because we often focus only on the present. In order to think about your future goals, take a few minutes and imagine what you want your life to be like in one, two, or three years. Where will you be? What will you be doing? How will you feel?

There are a number of important points for you to keep in mind when setting a goal. It should be detailed, measurable, and realistic, and it should have a completion date.

Once you have a goal in mind, try to add as much detail as possible. Adding detail will make the goal clearer. For example, instead of saying "I want to get a better job," you can add details, such as

"I want to study cooking so that I can be a chef." Details like "study cooking" and "be a chef" clearly show what you want to achieve and how you plan to achieve it.

In addition to adding detail to your goal, make sure you can measure your progress. "I want a better education" is a good goal, but it is difficult to measure. How will you know when your goal is completed? "I will apply to three colleges next spring" is a better goal because you can pay attention to your progress.

Goals should be challenging, but they should not be too difficult. An impossible goal will lead to failure. You can avoid failure by making sure your goal is realistic. Becoming a professional soccer player might be your dream, but is it realistic? Instead, set your goal on something more achievable, like playing for a local team.

Finally, make sure your goal has a completion date, or deadline, if you know when you want to complete your goal. You will be more motivated. Without a deadline, people often stop paying attention to their goal. Just as your goal should be realistic, your deadline should be realistic also.

3 After you read

A Check your understanding.

1. What is the author's main purpose in writing the article?
2. According to the article, what does setting a goal mean?
3. In the last paragraph, which word is the closest in meaning to completion date?
4. Paragraph 6 describes the importance of measuring progress. Explain what the author means in your own words.
5. Maria set this goal: I want to earn more money. How could she improve her goal? Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Find each of the following introductory words in the paragraphs indicated and underline them. Then complete the chart.

Meaning	Introductory words	Phrase or sentence from the article
regardless of	No matter what	No matter what you want in the future
as soon as		
for the purpose of		
in the same way as		
besides		

2. Find each of the following academic words in the article and underline the sentence.

achieve challenging goal requires team

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
achieve	finding out what you need to do to achieve that goal	verb	successfully reach a desired objective	I achieved my goal when I graduated.

C Summarize the reading. Work with a partner and take turns restating the main points.

Then use the paragraph frame to write a summary.

This article talks about the importance of _____. The author defines goal setting as _____. A good goal should have these four characteristics: _____

Lesson E Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. What types of skills do employers look for?
2. What types of personal qualities do employers look for?

2 Read

Read the article. Listen and read again.

KEYS FOR SUCCESS at Work

Many people think that employers are only interested in technical skills when they interview new candidates for a job; however, in today's job market, most companies are looking for much more. Different companies have different needs, yet there are a number of general skills and qualities they all hope to find. These skills include:

Communication skills – Companies are interested in people who can communicate and get along well with others. The way you organize your thoughts, express your ideas, and deal positively with customers and coworkers is what will impress employers the most.

Leadership skills – Many companies ask for people who are "self-starters" and who are willing to lead others. In other words, employers want people who can think for themselves and who aren't afraid to make independent decisions.

Maturity – A mature employee is someone who manages time well, takes responsibility for mistakes, and does not become frustrated in challenging situations.

Problem-solving skills – Problem-solving and critical-thinking skills are also very important to employers. Companies value employees who are able to recognize problems, develop a plan for solving them, and follow through with that plan.

Commitment – Employers prefer workers who work hard toward the company's goals. They want to hire team players who are committed to their jobs.

Informational skills – Your ability to gather, organize, and analyze information is very important in today's world, knowing how to use a computer to search the Internet, send emails, and solve problems is key in almost every profession.

As you can see, most of these do not involve technical skills. They are "people skills" that are important in every job or field. If you lack any of these skills or qualities, you should look for ways to develop them as part of your goal setting for the future.

3 After you read

A Check your understanding.

1. What is the main idea of the article?
2. In paragraph 3, how does the article define self-starters?
3. In paragraph 7, what word means extremely important?
4. In the last paragraph, what kind of skills are contrasted with technical skills?
5. Would the author agree with the following statement? Different people skills are required for different jobs. Cite evidence from the article to support your answer.

B Build your vocabulary.

1. Work with a partner. Match each "people skill" with the best example.

commitment informational leadership maturity problem solving

1. A company needs to find ways to save money. A worker thinks of a plan to save money by reducing the amount of paper that the company is wasting.
2. Melinda's co-workers go home at 5:30 p.m., but she works late into the evening to help the company meet its deadline.
3. The factory lunchroom is unattractive. A worker organizes and supervises a group of volunteers who come in on the weekend to decorate it.
4. An auto worker knows how to use a complex computer program to analyze the problem with a customer's car.
5. A new worker at an ice cream store forgets to close the freezer, and the ice cream melts. He admits his mistake and promises to be more careful in the future.

2. Find each of the following academic words in the article and underline the sentence.

analyze committed communicate mature technical

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
analyze	Your ability to gather, organize, and analyze information	verb	to examine carefully	We analyzed the problem and fixed it.

C Summarize the reading. Work with a partner and take turns restating the main points.

Then use the paragraph frame to write a summary.

Today's companies are looking for people with _____. These skills include _____. If you lack any of these skills, _____

For additional development of academic skills, see "Problems with Goal Setting," a related reading and activities on pages 142-144.

Read closely to determine what a text says explicitly and to make logical inferences; determine the meaning of words and phrases as they are used in a text; summarize a text.

Summarize

Asks students to collaborate with others to **summarize the readings**, a key skill for academic success.

Academic skills worksheets

Referral to an additional reading that builds critical-thinking skills and uses informative texts to help students master the more academic standards.

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 F Writing

1 Before you write

A Talk with a partner. Answer the questions.

1. Why are résumés important for a job?
2. Do you have a résumé? Have you ever used a résumé when you looked for a job?

B Read the sample résumé.

RENEE SMITH
200 Chestnut Rd., Atlanta, GA 30341
(404) 555-1111 • jsmith@cup.org

OBJECTIVE
Teacher's Assistant in a preschool. I am organized, hardworking, and dedicated to working as a team member. I am very interested in working with children with disabilities.

EDUCATION
AA, Early Childhood Education
Atlanta Metropolitan College, Atlanta, GA
High School Diploma
International High School, Atlanta, GA

EXPERIENCE
Teacher's Aide
Little Angels Preschool, Athens, GA
June 2023–present

Tutor
Center for Autism, Athens, GA
October 2021–June 2023

REFERENCE
Available on request

C Work with a partner. Answer the questions.

1. Whose résumé is this?
2. What job would this person like to have?
3. What adjectives did this person use to describe herself?
4. Where did this person go to college and high school? What degree does she have?
5. What job experience does she have?
6. How can employers get her references?

D Plan your résumé. Complete the information.

1. Your name and address: _____
2. Your job objective (the kind of job you'd like to have): _____
3. Adjectives that describe you as a worker: _____
4. Where you went to school: _____
5. Any job experience that you've had: _____
6. Your references: _____

2 Write

Write your résumé. Use the résumé in Exercise 1B and your outline in Exercise 1D to help you. (Note: You do not need to include references in your résumé, but you must have them if an employer asks for them.)

3 After you write

A Check your writing.

	Yes	No
1. I included my name, address, phone number, and email.	☐	☐
2. I included my job objective.	☐	☐
3. I included my education and job experience.	☐	☐
4. I included information about my references.	☐	☐
5. I included adjectives that describe me as a worker.	☐	☐

B Share your writing with a partner.

1. Exchange résumés with your partner. Read your partner's résumé.
2. Comment on your partner's résumé. Ask your partner a question about the résumé. Tell your partner one thing you learned.

Digital literacy

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

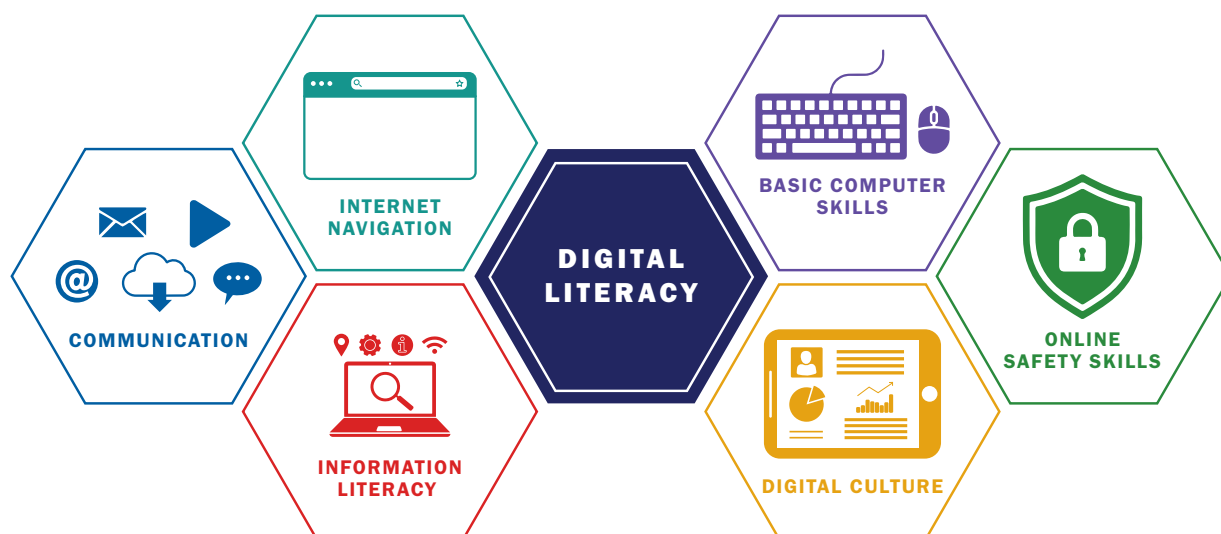
[Watch](#)

Digital literacy

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

Digital Literacy in Ventures

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



Career Readiness

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

Uses an integrated skills approach as students learn about jobs in different career clusters to discover some of the job duties and explore their interests.

Lesson G Jobs in government

1 Before you read
Talk with your classmates. Answer the questions.
1. What are some of the places government professionals work?
2. What are some government jobs that you know about?

2 Read
Read. Listen and read again.

Jobs in government
The government career cluster is a group of jobs that provide support and important services to the community. People with government careers work at local, state, and national levels. The following chart shows four careers in the government career cluster, along with the job duties and required education for each career.

Career	Job duties	Required education
prison guard	- Watches over prisoners in correctional facilities - Inspects facilities for cleanliness and to ensure compliance with fire and security laws - Transports prisoners between locations	High school diploma
court interpreter	- Assists the court in communicating with people who have limited English proficiency - Translates court documents from one language to another - Keeps information impartial, accurate, and confidential	High school diploma Short-term training
tax examiner	- Determines tax liability of individuals and organizations according to laws and regulations - Notifies individuals of tax status or findings - Collects tax payments	Bachelor's degree
urban planner	- Develops land use plans and programs in urban areas and smaller communities - Researches communities and land use to inform plans and programs - Monitors projects to ensure compliance with local laws	Bachelor's and master's degrees

The four careers in the chart above are all different, but there are several similarities between them.

- Community support: All of these government professionals provide services to the community, whether at local, state, or national levels.
- Knowledge of laws: They all need a strong understanding of laws as well as standard procedures and protocols for their particular setting.
- Compliance to laws: They monitor programs, structures, and individuals to ensure they comply with laws.
- Collaboration: They work as part of a team, collaborating with colleagues and the larger government system.
- Public well-being: They all focus on programs and structures that help maintain or improve the well-being of the general public.

3 After you read
Check your understanding.
1. What is the main purpose of this article?
2. Which word in Job duties of a prison guard means the same as the word buildings?
3. According to the article, who does a court interpreter work with?
4. According to the article, which government professionals need a bachelor's degree?
5. Would the author agree with the following statement? Court interpreters do not share information outside of court. Cite evidence from the article to support your opinion.

4 Listen
A Listen and answer the questions.
1. Who are the speakers?
2. What are they talking about?
B Listen again. Complete the chart with Chris's information.

Topic	Chris's answers
1. Main job as an urban planner	Develop plans for land in a city
2. Education requirements	
3. Types of knowledge and skills needed for the job	
4. Types of data collected on the job	
5. Examples of population demographics	
6. People urban planners work closely with	

Listen and check your answers.

5 After you listen
Discuss. Talk with your classmates.
1. Chris described some rewards of being an urban planner. What rewards have you experienced in a job you have had?
2. Describe a problem you solved recently. What was the problem, and what solution did you find?
3. Think about the city you live in. What are some areas that need the attention of an urban planner?

Useful Language
Checking understanding:
I think I understand... Is that correct?
I'm not sure I understand... Can you explain what that means?

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

ELPS: S.1, S.2, S.4, S.5, S.6, S.9
CCSS: S.1, S.2, S.3, S.4, S.5

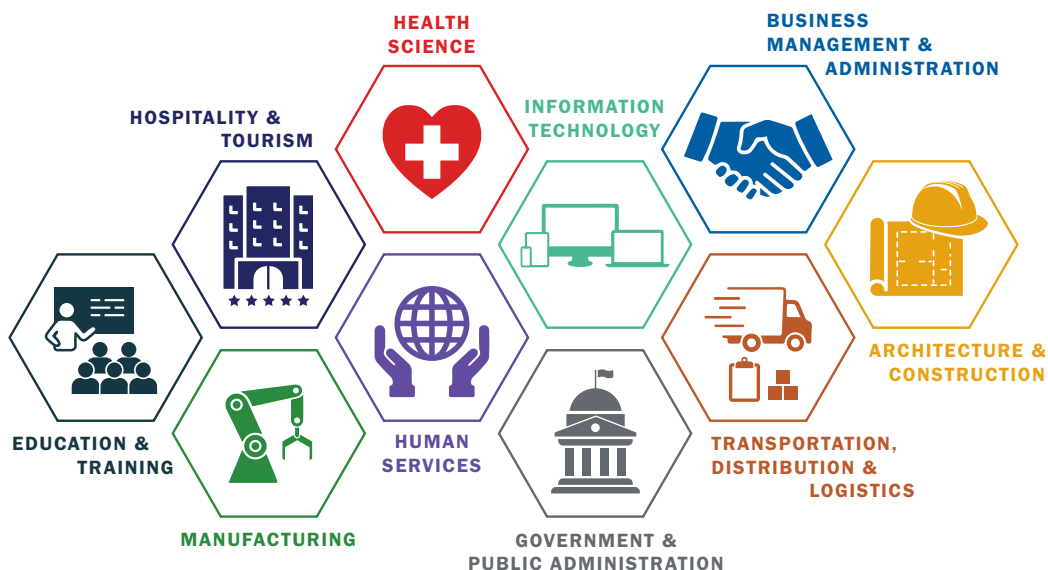
- Introduces a conversation about a job using key vocabulary related to the job.
- Practices language from the conversation through a communicative activity with a partner.

Extension

Links to various sources for additional 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.



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.

- **Collaborative Worksheets** for each lesson help develop cooperative learning and community building.
- **Civics Worksheets** supplement the coverage of civics in the Student's Books and address key civics objectives.
- **Projects** for each unit extend students' learning from the Student's Book into the real world.
- **Career and Educational Pathways Worksheets** support students in reaching their employment goals.

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 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
Unit 1 Selling Yourself Pages 2–15	0.1, 0.2, 2.3, 2.5, 2.7, 4.1, 4.4, 4.6, 4.8, 4.9, 7.1, 7.2, 7.4, 7.5	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Locate / Compare 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
Unit 2 Building Self-Confidence Pages 16–29	0.1, 0.2, 2.5, 2.8, 3.1, 3.5, 3.6, 4.1, 4.4, 4.6, 4.8, 7.1, 8.3	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions (Academic Skills Worksheets); Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 3 Pathways to Build Skills and Experience Pages 30–43	0.1, 0.2, 1.9, 2.2, 2.5, 2.7, 2.8, 3.6, 4.1, 4.3, 4.4, 4.6, 4.8, 7.3	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 4 Effective Job Applications Pages 44–57	0.1, 0.2, 1.9, 2.1, 2.2, 2.3, 2.8, 3.6, 4.1, 4.2, 4.4	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 5 Successful Interviews Pages 58–71	0.1, 0.2, 2.3, 2.7, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.0, 7.1, 7.2	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; 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

For more details and correlations to other state standards, go to: www.cambridge.org/ventures/correlations

NRS Educational Functioning Level Descriptors

English Language Proficiency Standards

Interpretive

Determine the main topic and key details in a lecture about hard and soft skills; determine the main idea and key details in a reading about success at work; determine the meaning of vocabulary based on the context in the reading and the dictionary definition.

Productive

Deliver a short oral presentation about classmates' experiences; write a summary of a reading about goal setting; write a résumé that includes a career objective, education and job experience, references, and adjectives that describe you as an employee; report on an Internet research project on interviews with people about their goals.

Interactive

Discuss your desired job and needed hard and soft skills and plan to achieve those skills; participate in conversations about feelings and opinions; participate in conversations about your own experiences; collaborate to develop a summary of a reading about goal setting and a reading about keys for success at work.

ELPS: L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

Interpretive

Determine the main topic of and key details in a spoken text about strengths and weaknesses; use context clues to determine the meaning of vocabulary about building self-confidence; state an opinion and cite evidence to support it.

Productive

Write a list of your strengths using examples based on personal experiences you have had; deliver a short oral presentation about a classmate's areas of confidence; report on a short research project using print and digital sources on self-confidence; identify and use academic words in a reading about the disadvantage of having too much self-confidence; write a summary about self-confidence.

Interactive

Participate in conversations about building self-confidence; discuss with a partner each other's writing about personal strengths; collaborate to write a summary of a reading about self-confidence.

ELPS: L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

Interpretive

Determine the main topic of and key details in a spoken text about volunteering; use gerunds to determine the meaning of vocabulary about volunteering; state an opinion and cite evidence to support it.

Productive

Write a one-paragraph summary of the article in this unit; deliver a short oral presentation about a student's volunteer experience; identify and use academic words in readings about the disadvantages of volunteerism; write a summary about volunteering at college.

Interactive

Discuss what kind of volunteer work you are interested in; discuss with a partner each other's writing about the benefits of volunteering in college; collaborate to write a summary of a reading about volunteering in college.

ELPS: L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

Interpretive

Determine the main topic of and key details in a spoken text about applying for a job; use suffixes to determine the meaning of vocabulary about effective job applications; state an opinion and cite evidence to support it.

Productive

Write a cover letter using exercises from this unit; deliver a short oral presentation about a classmate's important life experiences; report on a short research project using print and digital sources about the job search process; write a summary about scammers on the Internet.

Interactive

Discuss your experiences applying for a job; participate in conversations about effective job applications; discuss with a partner each other's cover letter; collaborate to write a summary of a reading about avoiding scammers while applying for jobs online.

ELPS: L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

Interpretive

Determine the main topic and key details in a written text about how to have a successful interview; use context clues to determine the meaning of vocabulary about successful interviews; state an opinion and cite evidence to support it.

Productive

Write a thank-you email using examples from this unit; deliver a short oral presentation about a classmate's past mistake; identify and use academic words in a reading about a different way to find "hidden" jobs; write a summary about the keys to a successful interview.

Interactive

Discuss the five rules for making a good first impression; participate in conversations about successful interviews; collaborate to write a summary of a reading about how to have a successful interview.

ELPS: L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

UNIT	CASAS Competencies	CASAS Content Areas
Unit 6 Small Talk Pages 72–85	0.1, 0.2, 2.2, 2.3, 2.6, 2.7, 4.1, 4.4	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Details: Retell key details; Locate / Compare 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
Unit 7 Improving Relationships Pages 86–99	0.1, 0.2, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.6, 2.7, 2.8, 4.1, 4.3, 4.4, 4.6, 4.8, 4.9, 7.3	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 8 Giving and Receiving Criticism Pages 100–113	0.1, 0.2, 4.1, 4.4, 4.6, 4.8	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 9 The Right Attitude Pages 114–127	0.1, 0.2, 4.1, 4.4, 4.6, 4.8	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Locate / Compare details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence
Unit 10 Writing at Work and School Pages 128–141	0.1, 0.2, 1.7, 2.3, 2.4, 3.2, 4.1, 4.4, 4.5, 4.6, 4.7, 5.4, 7.1, 7.4, 7.7	Listening STEPS Dialogue: Continue the conversation; Details: Retell key details; Main Idea: Identify the main topic; Summary: Summarize Reading STEPS Details: Retell key details; Vocabulary: Understand academic vocabulary; Understand words with multiple meanings; Main Idea: Identify the main topic; Identify an author's purpose (Academic Skills Worksheets); Inference: Infer / Draw conclusions; Point of View and Supporting Evidence: Identify an author's point of view; Identify supporting evidence

For more details and correlations to other state standards, go to: www.cambridge.org/ventures/correlations

NRS Educational Functioning Level Descriptors	English Language Proficiency Standards
Interpretive Determine the main topic of and key details in a spoken text about small talk; use prepositions to determine the meaning of vocabulary about small talk; state an opinion and cite evidence to support it. Productive Write a paragraph about appropriate and inappropriate topics for small talk; role-play small talk with a partner using true and false statements and tag questions; report on a short research project using interviews about small talk; identify and use academic words in a reading about making the best of small talk; write a summary about misunderstandings in small talk. Interactive Discuss how to start a conversation with a stranger in different countries; participate in conversations about small talk; collaborate to write a summary of a reading about misunderstandings in small talk.	ELPS: L5.1, L5.2, L5.3, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about the benefits of teamwork; use punctuation, phrases, and clauses about improving relationships; state an opinion and cite evidence to support it. Productive Write a paragraph in which you respond to a letter asking for advice; deliver a short oral presentation about a classmate's advice for difficult situations; report on a short research project using print and digital sources about team behaviors; identify and use academic words in a reading about strategies for dealing with bad behavior; write a summary about bad behavior in the workplace. Interactive Discuss your thoughts and opinions about teamwork; discuss with a partner each other's writing about improving relationships; collaborate to write a summary of a reading about bad behavior in the workplace	ELPS: L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about giving constructive criticism; use adverbs to determine the meaning of vocabulary about giving and receiving criticism; state an opinion and cite evidence to support it. Productive Write a story about a time someone criticized you and what you learned from the experience; deliver an oral presentation about something a classmate was sorry that they did or did not do; report on a short research project using interviews about receiving criticism; identify and use academic words in a reading about different problems with performance reviews; write a summary about accepting criticism gracefully. Interactive Discuss the three steps of giving constructive criticism; participate in conversations about giving and receiving criticism; discuss with a partner each other's writing about receiving criticism; collaborate to write a summary of a reading about accepting criticism gracefully.	ELPS: L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9 L5.10
Interpretive Determine the main topic of and key details in a spoken text about positive and negative behaviors; use context clues to determine positive or negative meanings of vocabulary words; state an opinion and cite evidence to support it. Productive Write a college admissions essay that responds to the question given in this unit; deliver a short oral presentation about a classmate's positive and negative thoughts; report on a research project using print and digital sources about behavior; identify and use academic words in a reading about problems related to optimism. Interactive Discuss some positive and negative people you know; participate in conversations about having the right attitude; discuss with a partner each other's writing about having the right attitude; collaborate to write a summary of a reading about the power of positive thinking.	ELPS: L5.1, L5.2, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10
Interpretive Determine the main topic of and key details in a spoken text about the importance of writing; use synonyms and antonyms to determine the meaning of vocabulary about writing; state an opinion and cite evidence to support it. Productive Write an action plan that includes the problem, consequence(s), recommendation(s), and a timeline; deliver an oral presentation about things a person made or convinced another person to do; report on a short research project using interviews about people's experiences with writing; identify and use academic words in a reading about the limitations of email; write a summary about email etiquette. Interactive Discuss types of writing you need to do now and how you'd like to improve; discuss with a partner each other's writing about an action plan; collaborate to write a summary of a reading about email etiquette.	ELPS: L5.1, L5.2, L5.3, L5.5, L5.6, L5.7, L5.8, L5.9, L5.10

UNIT 3

PATHWAYS TO BUILD SKILLS AND EXPERIENCE

Lesson A Listening

1 Talk about the pictures

- A What do you think *pathway* means?
- B Describe the people in the photos. What pathways are they on?
- C How do you think the activities in the pictures below build skills and experience?

1



2



3



2 Listening



A Listen and answer the questions.

1. How many pathways to success does the speaker mention?
2. According to the speaker, what is one advantage of getting a high school diploma or GED?
3. What are some examples of other pathways to build skills and experience?



Listen



B Listen again. Take notes on the key information.

1. *Different pathways*

a. _____

b. _____ and _____

c. _____

2. *Advantages of getting a high school diploma or GED*

a. _____

b. _____

3. *Pathways to prepare for a job*

a. _____

b. _____

4. *Examples of volunteering and service learning*

a. _____

b. _____



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

- A. _____ B. _____ C. _____

D Exchange notes with a partner. Do the notes answer the following questions?

1. What are some advantages of getting a high school diploma?
2. What are examples of pathways to prepare for a job?
3. What are some examples of volunteering and service learning?

E Discuss. Talk with your classmates.

1. What job are you interested in?
2. Which pathway are you interested in?
3. How will this pathway help build your skills and experience for the job you are interested in?



Listen



Lesson B Indirect (reported) speech

1 Grammar focus: indirect statements

Indirect, or reported, speech is used to report what someone has said. When changing present statements to past, the verbs in both clauses change to past in formal English. Quotation marks are not used.

Direct statements	Indirect statements
"I volunteer at my local school," she said.	She said (that) she volunteered at her local school.
"I'm enjoying my tutoring job," she said.	She said (that) she was enjoying her tutoring job.
"We can't find jobs," they said.	They said (that) they couldn't find jobs.
"I'm not good at carpentry," said Rebecca.	Rebecca said (that) she wasn't good at carpentry.
"I don't like answering phones," Rob said.	Rob said (that) he didn't like answering phones.



2 Practice

A Write. A volunteer coordinator is talking to a person who is interested in volunteering. Change her statements into indirect speech.

- "Volunteering is a wonderful way to gain experience for a job."
She said that volunteering was a wonderful way to gain experience for a job.
- "We have many different types of volunteer jobs."

- "Volunteers can work in a school, hospital, nursing home, or library."

- "We don't need volunteers at the animal shelter right now."

- "It's a good idea to include volunteer experience on a résumé."

- "We're looking for several people to help with beach clean-up this weekend."

B Talk with a partner. Discuss what John said about the volunteer positions in the newspaper.

- A** What did John say about working in an animal shelter? 
- B** He said that he was not really interested in working with animals.

Volunteer positions	What John said
1. Working in an animal shelter	"I'm not really interested in working with animals."
2. Tutoring elementary school students in an after-school reading program	"I prefer to work with adults."
3. Running errands for elderly homebound (unable to leave home) people	"I like to help elderly people."
4. Building houses for low-income people	"I'm good at building and carpentry."
5. Removing graffiti from public buildings	"I can do this, but I don't want to do it for long periods of time."
6. Preparing food baskets at the local food bank.	"I live too far from the food bank."

Write sentences about John. Use indirect speech.

John said that he was not really interested in working with animals.



C Listen and continue the conversation. Circle the answer.

A.

B.

C.



 Listen

3 Communicate

A Work with a partner. Role-play conversations between a volunteer coordinator and a university student who is interested in becoming a volunteer.

- A** What kind of work are you interested in? 
- B** I'm getting my degree in early childhood education, so I want to volunteer with young children.
- A** We have some volunteer positions working at a day-care center.

B Perform your role play for the class.

C Talk with your partner. After each role play, report what the counselor and student said. Use indirect speech.

The student said that she was getting her degree in early childhood education and that she wanted to volunteer with young children. The counselor said that they had some volunteer positions working at a day-care center.

1 Grammar focus: indirect questions

Indirect questions are used to report what someone has asked. There are two kinds of indirect questions—Yes/No questions and information (WH) questions. Use *if* in indirect Yes/No questions and the *WH* question word in information questions. Change from question to statement word order. Change the verb tense from present to past or from past to past perfect. In written English, if the original question is in the past tense, the indirect question changes to past perfect.

Direct Yes/No questions	Indirect Yes/No questions
He asked me, “Are you interested in an apprenticeship?”	He asked me if I was interested in an apprenticeship.*
I asked, “Does the school have a plumbing program?”	I asked if the school had a plumbing program.
He asked, “Did you apply online?”	He asked if I had applied online.
Direct information questions	Indirect information questions
He asked me, “What kind of apprenticeship do you want?”	He asked me what kind of apprenticeship I wanted.
I asked him, “When will the program begin?”	I asked him when the program would begin.



Watch

*Sometimes *whether* or *whether or not* is used in place of *if* in the indirect Yes/No question:
He asked me whether or not I was interested in an apprenticeship.

2 Notice

A Read the journal entry. Underline the indirect questions. Then copy them on another piece of paper and rewrite them as direct questions.

Example:

Indirect question: I asked if they had any baking courses.

Direct question: “Do you have any baking courses?”

I had an awesome day today. I visited a community college continuing education program to ask about job training programs. I asked if they had any baking courses. She said they had a professional bakeshop program. I asked how long the program was. She said the program was 216 hours and can be completed in 18–36 weeks. She asked me whether I had any experience. I told her I had owned my own bakery in my country. I asked how much I would have to pay, and she said the two classes were free. Finally, I asked when I could enroll. I found out that I can enroll after a required orientation in just two weeks. I am so happy.

B Share your answers with a partner.

3 Practice

Read the questions students asked at an orientation for an auto technician program at a continuing education center. Rewrite each direct question as an indirect question.

1. Jose asked, "What job can I apply for after the program?"

He asked what job he could apply for after the program.

2. Julia asked, "Is there a waiting list to get into the program?"
-

3. Peter asked, "How much is an auto technician's salary?"
-

4. Mariana asked, "How long is the program?"
-

5. Ahmad asked, "Is the training program free?"
-

6. Ana asked, "How many courses will I have to take?"
-

4 Edit

Find and correct four additional mistakes with the indirect questions in this journal entry.

Today I met with the adult school counselor. She asked me what ^{my career goal was} ~~is my career goal~~. I asked her how can I become a nurse in the United States. She asked me what my educational background was. I told her I had completed two years of college in Mexico. She asked me do I have any work experience? I said I had been a nurse assistant in my country for five years. She recommended that I enroll in the certified nurse assistant program as a pathway to the nursing program at the college. I asked her how much will it cost. She said the program was free. When she asked are you interested in putting your name on the waiting list, I said, "Yes."

5 Collaborate and write

Work with a partner. Choose a pathway and write questions about it—at least two Yes/No questions and two information questions. Then write a journal entry of 5–8 sentences that reports the questions you asked.

I talked to a counselor about _____ program. These are the questions I asked.



Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.

1. Do you know someone who has done an apprenticeship? If so, describe what you know about it.
2. How is service learning different from an apprenticeship?

2 Read

Read the article. Listen and read again.



 Listen

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Apprenticeships and Service Learning

There are many pathways to getting jobs in the United States. Aristotle once said, “What we have to learn, we learn by doing.” Two pathways that support this philosophy are apprenticeships and service learning.

Apprenticeships

An apprenticeship is a program in which participants work in a job under the supervision of a skilled employer. For example, an electrician apprentice works on the job to learn the skills necessary to become an electrician. Some of the most common apprenticeship jobs include plumber, licensed electrician, carpenter, and solar panel installer. Apprentices must be paid at least minimum wage.

The main benefit of an apprenticeship is that it provides real experience in the working world as the means to learning job skills. A second advantage is getting paid while learning, and the third advantage is that the work experience from an apprenticeship helps build self-confidence. A disadvantage includes lower pay in the beginning. Apprentices may start out earning 40–50 percent less than a fully trained employee; a major part of the compensation is in learning and getting experience. Other disadvantages are that the apprenticeship may be very time intensive, lasting as long as five years, and some of the tasks in the beginning may not be very interesting—for example, sweeping the floor of the workplace.

Service Learning

Service learning blends studying and volunteering. Students enrolled in a school program get academic credit for participating in a community project that they plan and implement. For example, after Texas students studied water use at their school, they planned a project to raise awareness of how to conserve water. Other examples of projects include working with the homeless or setting up a tutoring system for younger children.

An advantage of service learning is that students learn academic and life skills that provide experience in solving real problems in the community. Service learning makes coursework in a college more interesting because one applies knowledge in a real situation in the community. Effecting positive change in a community also raises self-confidence. A disadvantage of service learning is that projects can be very time consuming, taking more time than what is required in a traditional classroom. While no money is earned, students do receive academic credit.

Both apprenticeships and service learning provide opportunities to help students transition from school to work and apply their learning in the real world.

3 After you read



A Check your understanding.

1. What is the purpose of the article?
2. How are apprenticeships and service learning similar?
3. According to the article, why does an apprentice receive lower pay than a regular employee?
4. According to the author, what might be a disadvantage of service learning?
5. What word in paragraph 4 means the same as *put into action*?

B Build your vocabulary.

1. Find the words in column 1 in the paragraph indicated and underline them. Write the part of speech in column 2 and the same word with a negative prefix in column 3. Common prefixes that make words negative include *un-*, *dis-*, and *non-*. To find the correct prefix to make the word negative, look up the original word in a dictionary. Then complete the chart.

Word in article	Part of speech in article	Word with negative prefix	My sentence
1. skilled ¶2	adjective	unskilled	Unskilled workers have a hard time finding jobs.
2. advantage ¶3			
3. intensive ¶3			
4. interesting ¶3			
5. real ¶5			
6. traditional ¶5			

2. Find each of the following academic words in the article and underline the sentence.

compensation consuming implement intensive positive

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
compensation	A major part of the compensation is in learning and experience.	noun	the money received for doing a job	He received no compensation for fixing the sink.



C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

Two pathways to getting a job are _____ and _____. An apprenticeship is _____. Service learning is _____. Apprenticeships and service learning are similar because _____. They are different because _____.



1 Before you read

Talk with your classmates. Answer the questions.

1. Do you think it is common for college students to volunteer?
2. Should college students volunteer? Why or why not?

2 Read

Read the article. Listen and read again.



 Listen

Volunteering WHILE AT COLLEGE

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IT'S NO SECRET that college students have busy lives. Classes, jobs, and studying often leave very little free time for anything else.

Despite their schedules, however, college students are volunteering more than ever, according to a 2006 study by the Corporation for National and Community Services. In fact, the study said college students are more likely to participate in volunteer activities than other people their age not enrolled in college.

There are many benefits to volunteering while in college. First of all, in many states students can get college credit for helping local organizations. In Massachusetts, for example, many students at Holyoke Community College volunteer at community organizations. In return for their good deed, the students receive credit and are one step closer to graduating.

In order to volunteer for credit, students need to first talk to their advisor. They often need to provide information about the work and the number of hours it will take. The volunteer work is typically related to the student's major.

A second benefit is that volunteering can help satisfy college requirements. At the University of California, Santa Barbara, honor students must volunteer for at least 20 hours during their last two years on campus. This "community service requirement" is becoming more and more common in schools across the country.

A third benefit to volunteering involves getting a job. Volunteer work looks great on a graduate's résumé. When an employer sees community service on your résumé, it says you want to help others and are curious about the world around you. These characteristics can help get you an interview.

Whether you volunteer for credit, to meet a requirement, or to improve your résumé, keep in mind the most important aspect of community service: making a difference.

3 After you read



A Check your understanding.

1. What is the main idea of the article?
2. According to the article, what are three benefits of volunteering?
3. What is the best summary of a community service requirement?
4. The author states that volunteer work is great on a résumé. Explain the author's reason. Use your own words.
5. In the last paragraph, which word means *to make better*?

B Build your vocabulary.

1. Gerunds are a kind of noun. They are formed by adding *-ing* to the base form of the verb. Gerunds often have the meaning of actions or processes. Find the gerunds in the paragraphs indicated and underline them. Then fill in the related nouns that refer to the person who does the action. Finally, complete the sentence with a word from column 1 or 2.

Action	Person	Complete the sentence with a word from the 1st or 2nd column.
1. studying ¶1	student	He was a good <u>student</u> .
2. volunteering ¶3		She is interested in _____ at the recycling center.
3. helping ¶3		_____ the homeless made her feel good.
4. graduating ¶3		The _____ got his degree in June.
5. making ¶7		The _____ of the product is from China.

2. Find each of the following academic words in the article and underline the sentence.

benefits despite involves participate requirements

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
benefits	There are many benefits to volunteering while in college.	noun	an advantage gained from something	There are many benefits to exercising every day.



C Summarize the reading. Work with a partner and take turns restating the main points. Then use the paragraph frame to write a summary.

This article describes _____. One benefit is _____. Another benefit is _____. A third benefit is _____. The most important thing about volunteering is _____.



For additional development of academic skills, see “Disadvantages of Volunteerism,” a related reading and activities on pages 148–150.



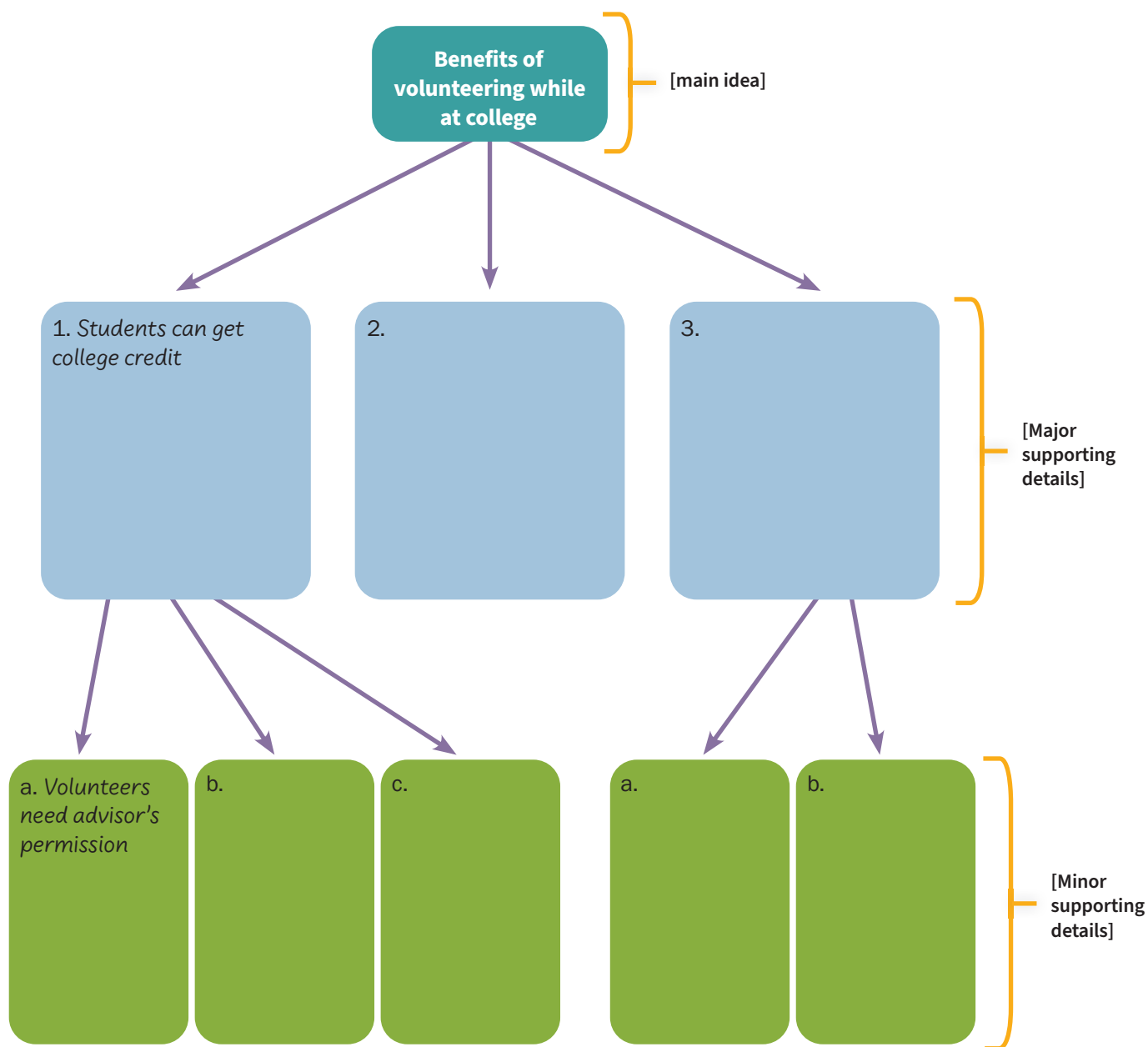
Lesson F Writing

1 Before you write

A Talk with a partner. Answer the questions.

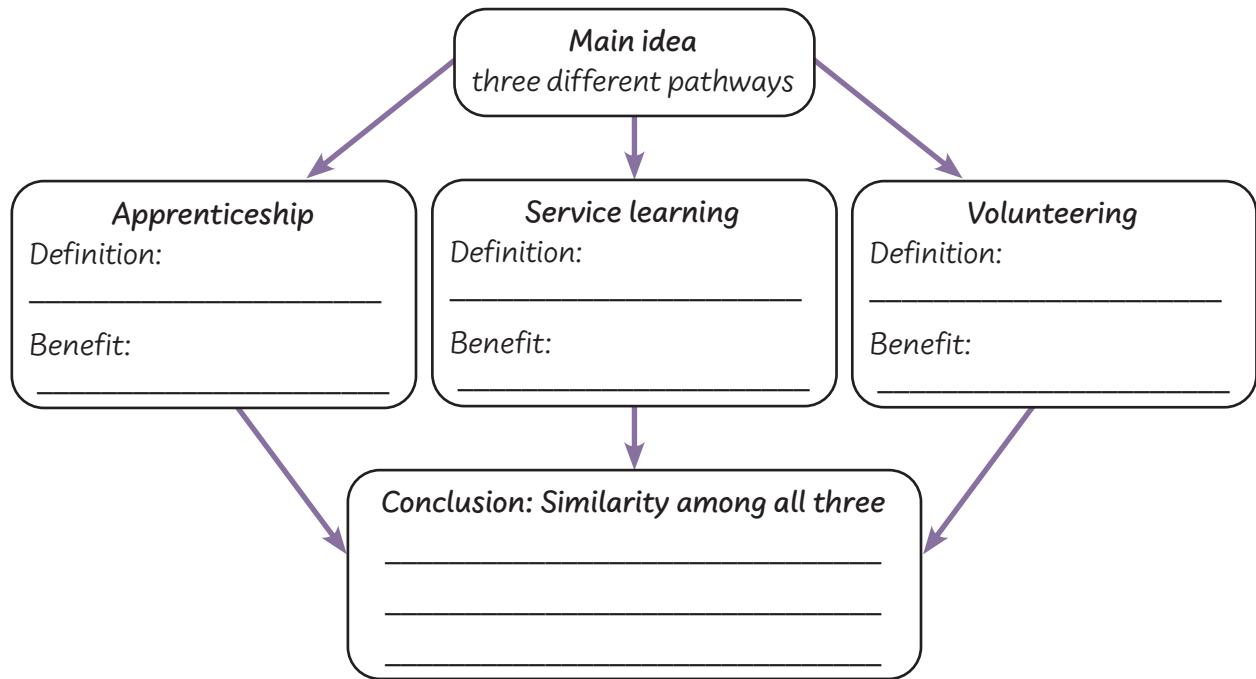
1. What are some ways to organize your thoughts before writing?
2. Have you ever used an outline or graphic organizer to plan your writing? How did it help you?

B Look at the graphic organizer. This is an example of *clustering*. It includes the main idea and details from the reading in Lesson E, “Volunteering While at College.”



C Work with a partner or partners to complete the chart. Include the key information, but do not write complete sentences. Refer back to the article if you need to.

- D Look at the graphic organizer.** It includes three different pathways to build skills and experience. Use the readings “Apprenticeships and Service Learning” on page 36 and “Volunteering While at College” on page 38 and the graphic organizer on page 40 to help you.



2 Write

Write one paragraph about three different pathways to build skills and experience.
Use Exercises 1B, 1C, and 1D to help you.

3 After you write

A Check your writing.

1. My first sentence states the main idea of the paragraph.
2. I included a definition for each pathway.
3. I included a benefit of each pathway.
4. My final sentence provides a conclusion.

Yes	No
☐	☐
☐	☐
☐	☐
☐	☐

B Share your writing with a partner.

1. Take turns. Read your paragraph to your partner.
2. Comment on your partner’s writing. Ask your partner questions. Tell your partner one thing you learned.



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Lesson G Jobs in human services

1 Before you read

Talk with your classmates. Answer the questions.

1. What are some of the places human services professionals work?
2. What are some human services jobs that you know about?

2 Read

Read. Listen and read again.



Listen

Jobs in human services

The human services career cluster is a group of jobs that are related to helping people and their quality of life. It is a wide field and can include everything from mental health services to personal care jobs, such as a hairstylist. The following chart shows four careers in the human services career cluster, along with the job duties and required education for each career.

Career	Job duties	Required education
police dispatcher	– Answers emergency and non-emergency calls for police, fire, and ambulance – Talks to the caller, asks questions to get key information, and provides instructions – Decides which emergency services to send to an incident	High school diploma
social worker	– Works with clients and connects them to appropriate resources and programs – Manages clients' files and writes reports – Maintains clients' privacy according to laws	Bachelor's or master's degree
rehabilitation counselor	– Assists clients with disabilities due to disease, accidents, aging, or other life challenges – Assesses client needs and collaborates with others to develop a rehabilitation plan – Counsels clients on issues such as independence, vocational goals, and education	Bachelor's and master's degrees
mental health counselor	– Counsels clients regarding their personal lives and issues – Writes reports and evaluations – Develops treatment plans alone or in collaboration with others	Bachelor's and master's degrees

The four careers in the chart above are all different, but there are several similarities between them.

- **Helping people:** All of these human services professionals are involved in helping people. They are responsible for assessing people's issues and needs and helping them.
- **Psychology knowledge:** They have a strong understanding of psychological and mental health issues.
- **Counseling skills:** They know how to counsel people on personal issues and those in crisis.
- **Collaboration and referral:** They often work as part of a human services team, collaborating and making referrals to other specialists depending on client needs.
- **Privacy:** They understand privacy laws and keep clients' personal information confidential.

3 After you read



Check your understanding.

1. What is the article about?
2. What example of a personal care job does the author give in the introduction?
3. According to the article, which healthcare professionals counsel and talk to clients?
4. What kind of client does a rehabilitation counselor work with?
5. Would the author agree with the following statement? *The four human services professionals described in the article need to have good communication skills.* Cite evidence from the article to support your opinion.

4 Listen



A Listen and answer the questions.

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



Listen



B Listen again. Put a check (✓) next to what Mr. Kim says about his job.

- | | |
|---|--|
| 1. ☒ Works for a hospital | 5. ☐ Doesn't like his clients |
| 2. ☐ Is a doctor | 6. ☐ Often feels hopeless |
| 3. ☐ Helps people with disabilities | 7. ☐ Works alone |
| 4. ☐ Helps people with work and school | 8. ☐ Refers clients to others as needed |

Listen and check your answers.

5 After you listen

Discuss. Talk with your classmates.

1. Mr. Kim described reasons his job is rewarding. What's something rewarding about a job you have had?
2. Are you interested in becoming a rehabilitation counselor? Why or why not?
3. Why does Mr. Kim say it's important to take the job day by day?



Useful Language

Confirming information:

Yes, that's right.
Exactly.



Learn about jobs in human services

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4th Edition

Ventures



Transitions

Workbook



CAMBRIDGE

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(Series Editor)

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Dennis Johnson
Donna Price
Sylvia Ramirez

UNIT 3

PATHWAYS TO BUILD SKILLS AND EXPERIENCE

Lesson A Listening

1 Listen to the conversation and circle the correct words.

- Oscar is speaking to a group of students / classroom full of volunteers.
- Oscar **has a lot of volunteering experience** / runs a volunteer program for students.
- The audience members want to learn more about **volunteering** / work experience.
- Oscar **has received some** / **hasn't received any** training for his volunteer work.
- Oscar volunteers because he **likes to learn new skills** / wants to help people.



Listen

2 Read the statements. Listen to the conversation again and circle T (true) or F (false).

- | | | |
|---|---|-----|
| 1. Oscar had his first volunteer job before he was 10. | T | (F) |
| 2. Oscar volunteered while he was in middle school and high school. | T | F |
| 3. Working with elderly people was Oscar's favorite volunteer job. | T | F |
| 4. Oscar saw his grandparents often while he volunteered at the nursing home. | T | F |
| 5. Oscar is speaking at the university that he attended. | T | F |
| 6. While in Kenya, Oscar received training in construction. | T | F |
| 7. Oscar got his college degree in math. | T | F |
| 8. One of the audience members is interested in teaching math in Kenya. | T | F |

3 Correct the false statements from Exercise 2.

1. Oscar had his first volunteer job when he was 10.
-
-
-
-
-

4 Read the sentences. Then write each boldfaced word next to the correct definition.

If you can, find a volunteer job that makes use of your **abilities**. For example, if you are a doctor or a nurse, volunteer with a medical group.

Volunteering can be **beneficial** in so many ways. You can get on-the-job training, you can meet great people, and you can make a difference in people's lives.

Volunteers at **day-care** centers might read stories or play games with the children.

Elderly people might need someone to shop for their groceries or deliver meals to them.

Food banks provide food to low-income families.

If you want **global** work experience, there are a lot of opportunities to do volunteer work in different countries.

Volunteers are often needed to clean **graffiti** from walls and sidewalks.

Some organizations build **low-cost** housing so that people with low incomes can have safe homes to live in.

You don't have to go **overseas** to do volunteer work. There is plenty of volunteer work to be done locally.

Organizations provide **training** for their volunteers when the work they have to do requires skills.

1. beneficial: good for you, or helpful
2. _____: relating to the whole world
3. _____: skills or things that you can do
4. _____: across the ocean from your country
5. _____: words or pictures that are written or painted on a surface, usually without permission
6. _____: old
7. _____: places where food is collected for distribution to people who need it
8. _____: instruction in how to do something specific
9. _____: inexpensive
10. _____: supervision of children

5 Listen and choose the correct answers.

1. (a) (b) (c)
2. (a) (b) (c)
3. (a) (b) (c)



Listen



Check your answers. See page 145.

Lesson B Indirect (reported) speech

Study the grammar explanation on page 32 of the *Transitions Student's Book*.

1 Read the sentences and identify whether they are direct or indirect speech.

- | | | |
|---|--------|----------|
| 1. I like working with elderly people. | direct | indirect |
| 2. Jane said that she enjoyed working outside. | direct | indirect |
| 3. Pablo mentioned that he volunteered at the food bank. | direct | indirect |
| 4. Robin volunteers at the library. | direct | indirect |
| 5. Sarah said that volunteering was good on-the-job training. | direct | indirect |
| 6. James said that he volunteered at a preschool. | direct | indirect |
| 7. Volunteering during college is a good idea. | direct | indirect |

2 Change the direct statements to indirect statements.

- "I want to volunteer at the library," said Abdul.
Abdul said that he wanted to volunteer at the library.
- "I'm studying to be a librarian," he said.

- "I want to get on-the-job training," he mentioned.

- "I'm interested in becoming a children's librarian at a public library," he added.

- "I want to practice reading stories aloud to children," Abdul said.

- "It's also a good way to improve my English-speaking skills," he said.

- "I can put this volunteer experience on my résumé," he mentioned.

- "I'm going to start out by shelving books at the library," Abdul told me.

- "I think it will be a very interesting volunteer position," Abdul added.

3 Read the conversation. Use indirect speech to answer the questions.

Helen I'm thinking about volunteering somewhere to get some work experience. Do you do any volunteer work?

Arturo I do. I volunteer at the food bank once a week. I put together food boxes for low-income families. I also deliver food to people three times a week.

Helen Do you mean you deliver for a restaurant?

Arturo No, I bring food to elderly people and people who are too ill to prepare their own food.

Helen Do you eventually want to work in the food industry?

Arturo No, I want to be a nurse. I'm not volunteering for work experience. I volunteer because I want to help people.

Helen That's great. I want to become a teacher. What kind of volunteer work do you think I should do?

Arturo You can work at a tutoring center. What grade do you want to teach?

Helen I'm hoping to teach first or second grade.

Arturo The library needs volunteers to read stories to kids on Saturdays.

Helen I like that idea. Thanks for the suggestion.

1. Why does Helen want to do volunteer work?

She said that she wanted to get some work experience.

2. Where does Arturo volunteer once a week?

3. What does he do there?

4. What does Arturo want to do?

5. What does Helen hope to do?

6. What is Arturo's first suggestion for Helen?

7. What does Arturo say that the library needs?

8. What does Helen think of Arturo's second suggestion?



Lesson C Indirect questions

Study the grammar explanation on page 34 of the *Transitions* Student's Book.

1 Identify whether each item is an example of a direct or indirect question.

- | | | |
|---|--------|----------|
| 1. Did you start volunteering at the nursing home last month? | direct | indirect |
| 2. What days do you usually volunteer? | direct | indirect |
| 3. He asked me if I enjoyed my volunteer work. | direct | indirect |
| 4. I asked her where the nursing home was. | direct | indirect |
| 5. Does the nursing home need more volunteers? | direct | indirect |
| 6. How many people live in the nursing home? | direct | indirect |
| 7. She asked me what kind of work I did there. | direct | indirect |
| 8. Did you volunteer in a nursing home in New York? | direct | indirect |

2 Choose the correct words to complete the indirect questions.

- I asked him what kind of tutors the school _____.
a. uses b. used
- He asked me _____ any experience tutoring young students.
a. if I had b. did I have
- I asked _____ any math tutors.
a. if the school needs b. if the school needed
- The students asked me _____ to school.
a. where I went b. where did I go
- I asked the student _____ trouble with.
a. if he has b. what he had
- He asked me _____ the problem correctly.
a. had he done b. if he had done
- I asked them _____ with a tutor before.
a. if they had worked b. did they work
- He asked me _____ show him how to do the problem.
a. if I can b. if I could

3 Rewrite the questions from Exercise 1. Change direct questions to indirect and change indirect questions to direct. Use *he* or *she* for new indirect questions.

1. *He/She asked me if I had started volunteering at the nursing home last month.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4 Find five sentences with errors. Correct the incorrect sentences.



1. Maggie asked me if I can help her remove some graffiti.
Maggie asked me if I could help her remove some graffiti. _____
2. I asked her how we could remove it.

3. Marco asked me if I want to go with him to his volunteer job.

4. I asked him where the job is located.

5. Shawn asked me if I had done any construction work before.

6. I asked him why he wanted to know.

7. She asked me who did I see at the food bank.

8. I ask her if she knew the manager of the food bank.



1 Complete the story about Margaret and Eli.

blends
implement

compensation
intensive

conserve
philosophy

consuming
positive

effecting
supervision

Margaret and Eli are looking to get some work experience but have chosen to go about it in different ways. Margaret has chosen an apprenticeship in the fashion industry while Eli has enrolled in a service learning program with the city water department.

Margaret is now learning about fashion under the _____¹ of a skilled fashion designer. The apprenticeship will be fairly time-_____², as it will last for two years. As _____³ for her work, Margaret receives minimum wage. Many of her friends are earning more than she is, but she doesn't mind. She loves fashion design, and she believes in the _____⁴ that there is nothing better than doing what you love for a living. Although Margaret has to do a lot of work that isn't fashion-related, such as cleaning the studio, she is learning a great deal about the industry.

This semester, Eli is working with the city water department on a project that involves encouraging businesses to _____⁵ water. It is the ideal job for him because he is studying business and environmental sciences. The project perfectly _____⁶ business and environmental work. As part of a team, Eli is working to _____⁷ a new program that provides businesses with discounts on their water bills if they can cut their water use by 10 percent or more. He has had to take fewer classes this semester because the project is so time-_____⁸. He spends 20 to 30 hours a week working on it. Although it's a lot of work, Eli is gaining valuable experience and feels satisfied that he is _____⁹ a necessary change in his city. All in all, the experience has been a _____¹⁰ one, even though he doesn't receive any pay for his work.

2 Look at the article “Apprenticeships and Service Learning” on page 36 of the *Transitions Student’s Book*. Complete the diagram below with the information in the box.

- blends studying and volunteering
- get paid
- teaches a specific skill

- builds self-confidence
- provides real work experience
- teaches academic and life skills

- earns academic credit
- solves community problems
- time-intensive/time-consuming

Apprenticeships

Both

Service Learning
blends studying and volunteering

3 Read the online ad.

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Seeking Motivated Students Who Want to Make a Difference

Do you want to make a positive difference in your community? Do you want to learn about city government and how to implement change? We are looking for motivated individuals to join our new city improvement team. Our goal is to clean up our city and make it more beautiful for visitors and residents alike. We'll clean up parks and beaches, plant trees and flowers, and paint city buildings. We'll also make repairs and improve the look of city streets and the downtown area.

We are looking for students who want to acquire some work experience while they are in school and who can commit to working 10 hours a week for the next six months. The position does not include any financial compensation, but participants in this new city program will gain a rich understanding of how city government works. If you are interested, please click on the link at the bottom of the page.

4 Choose the correct answer for each question.

- This is an announcement for _____.
 - an apprenticeship with the city
 - a service learning opportunity with the city
 - a paid job for the city
 - an apprenticeship with a school
- Which statement is correct?
 - This job is not paid.
 - Only people with experience should apply.
 - Applicants should apply at a city office.
 - This job will last three months.
- Which statement is incorrect?
 - Some city buildings need to be repaired and repainted.
 - City parks and beaches need to be cleaned up.
 - Applicants need to be able to work 10 hours a week.
 - The city beautification project was created six months ago.



1 Circle the correct words.

1. If you participate in an event, you are / **are not** involved in it.
2. You **can** / **cannot** get college credit for volunteering at many colleges.
3. Helping an elderly neighbor **is** / **is not** an example of a good deed.
4. An advisor at a community college helps you with your **grades** / **schedule**.
5. Community service means helping people in your town by working **with** / **without** pay.
6. If an employer reads about the volunteering you have done and how helpful you've been to the community, it **should** / **shouldn't** help you get an interview.
7. Community service on your résumé shows that you **are** / **are not** curious about the world around you.
8. It **is** / **is not** common for volunteer work to relate to a student's major.

2 Look at the article “Volunteering While at College” on page 38 of the *Transitions Student's Book*. Scan the article to find the following information.

Topic sentence: There are many benefits to volunteering while in college.

Transition 1: First of all,

Benefit 1: _____

Example 1: _____

Transition 2: _____

Benefit 2: _____

Example 2: _____

Transition 3: _____

Benefit 3: _____

Example 3: _____

Concluding idea: _____

3 Read the article from a college newspaper.

Why I Volunteer

I recently started volunteering at a local children's hospital. As a volunteer, I have different tasks every day. Sometimes I work at the Visitor Information Center where I answer people's questions and show them how to get to specific places in the hospital. Other times, I work at the gift store and help people choose gifts for friends and family members who are hospitalized. My favorite tasks, however, involve working directly with patients, nurses, doctors, and other hospital staff. Some days I get to read to the young patients and talk to them. I also get to assist nurses with simple duties, such as transporting patients from one place to another. I had to receive special training for those tasks.

At this university, honor students have to complete 20 hours of volunteer work during their last two years of school. I am an honor student, but this is my first year of college. I'm not required to do this volunteer work. Instead, I'm doing it because I really enjoy it, because I feel like I'm making a difference, and because I want to learn how hospitals work. I plan to go to medical school, and I think it's important to understand as much about the hospital environment as possible. I'm not doing this work to receive college credit, but I do get credit for my volunteer work. If you want to get some college credits, gain some valuable work experience, and feel good about yourself, I highly recommend volunteering.

4 Choose the correct answer for each question.

1. The main purpose of the article is to _____.
 - a. explain what the author does and why she does it
 - b. describe what is required of a hospital volunteer
 - c. explain the college's policy on student volunteers
 - d. suggest ways that students can volunteer
2. According to the author, the best part of her volunteer job is _____.
 - a. working at the hospital gift shop
 - b. working at the Visitor Information Center
 - c. showing visitors how to get around in the hospital
 - d. working with patients and hospital employees
3. According to the author, one reason that she volunteers is because _____.
 - a. she has to do at least 20 hours of volunteer work for the year
 - b. she needs extra college credits
 - c. she wants to spend some time in a hospital environment
 - d. she needs to make some extra money to pay for school



- 1 Read the article “The Peace Corps.” Make a note of the main idea. Circle the major supporting details and underline the minor supporting details.**

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The Peace Corps is a program that was started in the United States in 1961 by President John F. Kennedy. Kennedy asked Americans to promote peace and understanding by volunteering in developing countries. Since 1961, nearly 200,000 Peace Corps volunteers have lived and worked in 139 host countries around the world.

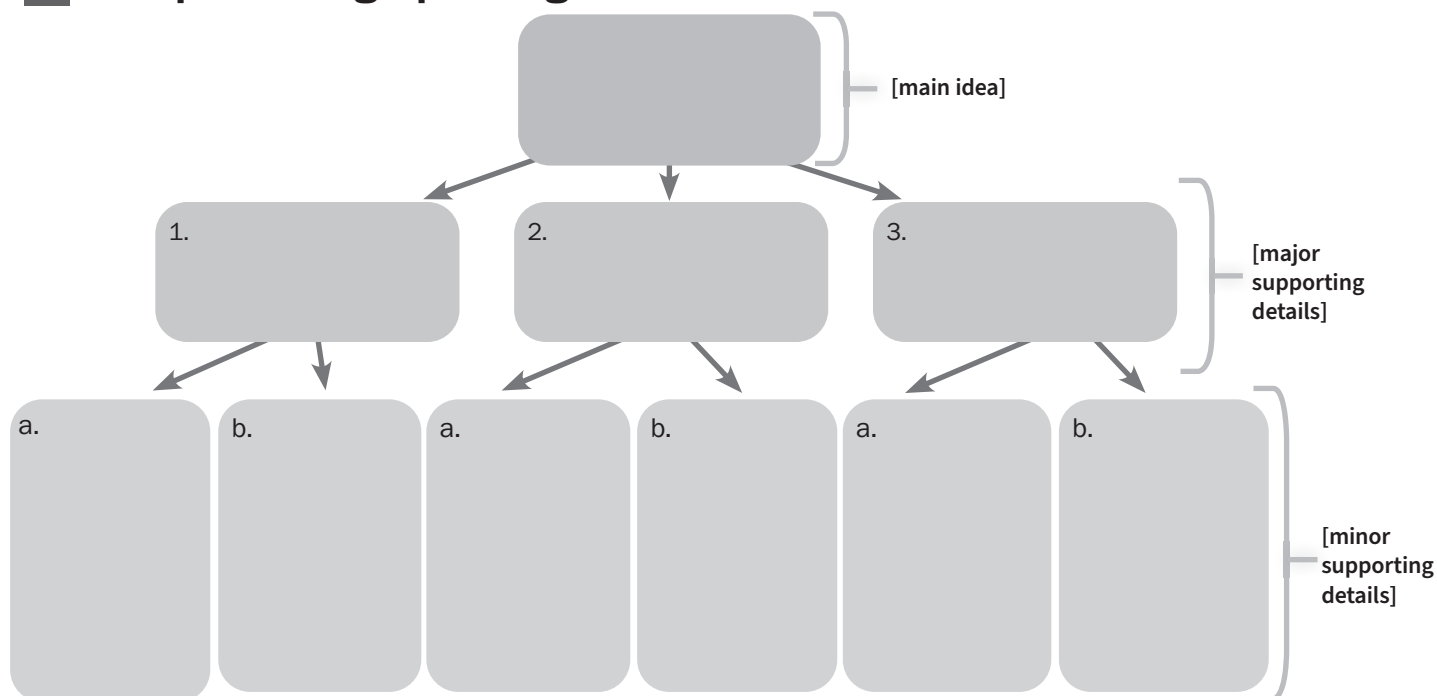
Americans of all ages can apply for the Peace Corps. Volunteers often have experience and education in areas such as language teaching, nursing, engineering, or business.

Most volunteers have at least a bachelor’s degree and serve a term of two years.

Where each volunteer works depends on their experiences and interests and on the needs of the host country. They often work in schools, hospitals, city offices, or in rural areas. They work side by side with people from the host country to help with and improve teaching, health services, the conditions in cities, and farming techniques.

Peace Corps volunteers learn another language, experience a new culture, and develop job and leadership skills. They may also bring their experience back to the United States and share it with their family and friends. The Peace Corps benefits not only the host countries, but also the volunteers.

- 2 Complete the graphic organizer with information from the article.**



3 Complete the summary of the article. Use the information from your graphic organizer.

1. Introduction: *The Peace Corps is a program that sends volunteers to work in developing countries. Its aim is to help countries with their needs and to help Americans learn about and understand other cultures.*
2. People who volunteer: _____
3. Benefit for host country: _____
4. Benefit for volunteer: _____
5. Conclusion: _____

4 Check your writing.

- | | Yes | No |
|---|-----|-----|
| 1. I included the main ideas of the article. | [] | [] |
| 2. I included information about the benefits of volunteering. | [] | [] |
| 3. I included information about the benefits to the host country. | [] | [] |
| 4. I did not include unnecessary details in my summary. | [] | [] |



1 Read the article. Complete the missing job titles. Then listen.

mental health counselors
rehabilitation counselors

police dispatchers
social workers



Listen

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The human services career cluster is a wide field. Here are some examples of people in this field who help people and their quality of life.

Mental health counselors talk to their clients about their personal lives and issues, especially emotional and psychological ones. People with this job write reports and make evaluations about what kind of treatment plan might help clients deal with their problems. Like most professionals working in the human services career cluster, they keep their clients' personal information confidential. However, they might sometimes make referrals to other specialists.

There is another job that involves working closely to understand clients' needs. _____ work in healthcare settings with clients who have disabilities. Some of these clients have had a disability since birth. Others might have become disabled later in life because of disease, an accident, or aging. People with this job work closely with clients and counsel them on their vocational or education goals. After assessing their clients' needs, people with this job collaborate with other professionals to develop a plan to help clients live a more independent life.

_____ listen to and support individuals or families that are experiencing some difficulty in their lives. Some of these clients may be experiencing a crisis. They talk to clients and assess their issues and needs. People with this job then connect clients to appropriate resources and programs. They need to manage their clients' files, so they keep careful records and write reports. This job, like all of the jobs above, requires both a bachelor's and a master's degree.

_____ also help people, but do not have clients. They answer calls from people who need police, fire, or ambulance services. Some of these calls are from people experiencing emergencies, so it is important to act quickly. People with this job talk to the caller, get key information, and if necessary, provide instructions. They also need to decide which kind of emergency service to send to an incident.

2 Read the statements and circle the correct words.

1. Mental Health counselors maintain / **do not maintain** their clients' privacy.
2. Mental Health counselors **can direct** / **do not direct** clients to other people.
3. Rehabilitation counselors **work** / **don't work** with other people in human services.
4. Rehabilitation counselors **cannot talk** / **talk** to clients about work goals.
5. Social workers **don't work** / **sometimes work** with people in danger.
6. Social workers **directly** / **don't directly** provide people with resources.
7. Police dispatchers **answer** / **do not answer** calls from fire or ambulance services.
8. Police dispatchers **tell** / **avoid telling** people what to do.

3 Read the article again. Then match each word with the correct definition.

assess
independent

counsel
psychological

emergencies
rehabilitation

evaluations
treatment

incident

1. psychological : relating to the human mind and feelings:
2. _____ : very serious, dangerous situations
3. _____ : not taking help from other people
4. _____ : the process of helping someone return to a healthy way of life
5. _____ : what is used to improve the condition of an ill person
6. _____ : to judge or decide something
7. _____ : to give advice about problems
8. _____ : decisions about the amount or quality of something
9. _____ : a serious, unpleasant event



4 Listen to the conversation and circle *T* (true) or *F* (false).

- | | | |
|--|---|-----|
| 1. Ms. Lee works as a rehabilitation counselor. | T | (F) |
| 2. She studied the same subject as Benjamin. | T | F |
| 3. She needs a strong understanding of financial issues in her job. | T | F |
| 4. She discusses people's vocational issues with them. | T | F |
| 5. She is careful to maintain her clients' privacy. | T | F |
| 6. Ms. Lee thinks she shouldn't show too much interest in her clients. | T | F |
| 7. She is responsible for creating reports about her clients. | T | F |
| 8. She always develops her own treatment plans for her clients. | T | F |



Listen

5 Listen again. Correct the false statements in Exercise 4.

1. Ms. Lee works as a mental health counselor.



Check your answers. See page 147.