

CAMBRIDGE



# Ventures Sampler



# Ventures

## Building Community in Adult ESL

### What makes *Ventures* unique?

#### **Flexibility**

In Adult Ed, classroom materials need to be as adaptable as the teachers who use them. With its array of components and thematic units shared across each level, *Ventures* is designed to work in almost any setting, including open-enrollment, managed-enrollment, and traditional programs.

#### **Easy to use!**

The Student's Books for each of the five levels of *Ventures* have matching page numbers. Everyone turns to the same page in the book for the same lesson, no matter what level of the book they are using!

#### **Unparalleled skill-building**

Not only are skills *integrated* in every unit, *Ventures* also teaches listening, speaking, reading, and writing *individually* in every unit.

#### **Motivating adult learners**

Our authors respect adult learners and have developed a series emphasizing relevant, high-interest topics and natural language. A focus on document literacy further empowers students by teaching them skills in a real-life context.

#### **Learner persistence**

To encourage learner persistence, the *Ventures* series was designed so that one lesson could be completed in one class period. Because of its real-world relevance, the language taught in each and every lesson can immediately be used outside the classroom, adding to a student's feeling of accomplishment.

#### **Picture dictionary built in!**

The Picture dictionary is integrated into the Student's Books from Basic to Level 2. Downloadable Picture dictionary cards are also available in the *Ventures* Arcade and on the Teacher's Toolkit CD-ROM.



## A five-level, standards-based series

No matter what classroom challenges you face, *Ventures* gives you the tools to achieve your teaching goals every day. Written by teachers, this integrated-skills, standards-based series offers unmatched support for managing multi-level classes and improving learner persistence.

With five levels of vibrant artwork and material drawn from students' daily lives, *Ventures* enables you to boost motivation levels and enhance your classroom with renewed energy.

### Our Core Philosophy

*Hear it before you say it.*  
*Say it before you read it.*  
*Read it before you write it.*

This is the core philosophy of *Ventures*. Before producing language, students need input that can be internalized and understood. This holistic approach is essential to successful language acquisition and is the foundation of the *Ventures* series.

## About the Authors



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Become part of the community  
[www.cambridge.org/ventures](http://www.cambridge.org/ventures)

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## What is the Ventures Sampler?

This *Ventures* Sampler introduces you to the various components you'll need to teach the *Ventures* series. On the following pages, you will find samples from Unit 8 of Student's Book, Level 1, as well as the corresponding Teacher's Edition, Teacher's Toolkit CD-ROM, Workbook, and *Add Ventures* pages.

In this Sampler, the Student's Book pages with answers are interleaved with the Teacher's Edition pages. On one side, you'll see what the student sees, and on the opposite page are the corresponding notes and ideas for the teacher.

For samples of the Student's Book, contact your local Cambridge sales representative. Information on how to contact your local rep can be found on the inside back cover. Additionally, you can visit our Web site at [www.cambridge.org/ventures](http://www.cambridge.org/ventures) to download sample pages without answers.



### Try it out!

Throughout this Sampler, you will have several opportunities to *Try it out!* Look for the *Try it out!* headline at the beginning of each section as an indicator of which pages you should photocopy and use in class with your students.

# Student's Book and

The *Ventures* Student's Book is based on high-interest topics that reinforce the everyday vocabulary and language your students need. Each of the Student's Books contains the same real-life unit themes:

- Personal information
- Health
- Shopping
- Leisure
- At school
- Around town
- Work
- Friends and family
- Time
- Daily living

The lessons in the *Ventures* Student's Book include:

- **Vocabulary** – The Big Picture at the beginning of every unit, seen here on page 2, activates prior knowledge and introduces new vocabulary. The Picture Dictionary, shown on page 17, expands upon the topic, adding additional thematic vocabulary.
- **Grammar** – In each unit, *Ventures* introduces grammar in small, accessible chunks. The two grammar lessons are designed to support the needs of the unit language. For example, on page 6, you will see the simple past form of *be* as the Grammar Focus. *Be* is necessary to express jobs in this work-related unit.
- **Listening & Speaking** – The exercises on page 5 help students develop listening skills. The unit builds toward communicative activities.
- **Reading** – Each *Ventures* reading has a reading strategy connected to it. *Ventures* offers reading tips to make students better readers. To see how reading is treated across all the levels, see pages 38-41.
- **Writing** – *Ventures* teaches students how to write through a guided process approach. This includes pre-writing, writing, and peer review. *Ventures* focuses on pre-writing tasks, which lower students' anxiety about writing in English. In addition, writing for peer review creates a real-life context with accountability. This writing process can be seen in Lesson E on pages 18 and 21.
- **Document Literacy** – *Ventures* teaches life skills with a focus on community, family, and work. See page 22 for an example of a meaningful, life skills document.
- **Self-Assessment** – At the end of each unit, students are given an opportunity for both peer- and self-assessment.
- **Review** – The review units focus on listening, grammar, and pronunciation.

# Ventures<sup>1</sup>

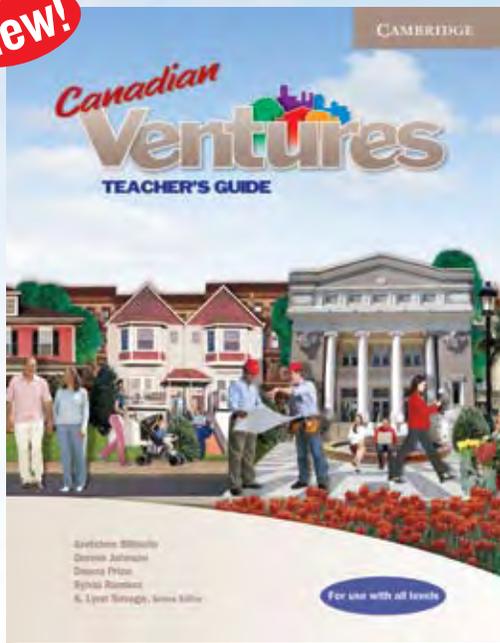
## Teacher's Edition

Our comprehensive Teacher's Edition offers a solid pedagogical approach to the material in each unit and is designed to support every teacher, from the novice to the experienced.

The Teacher's Edition pages offer:

- Teaching tips
- Learner-persistence strategies
- Cultural information
- Guidance on how to expand a one-hour lesson into a two- or three-hour lesson
- Community building activities
- A Teacher's Toolkit CD-ROM with tests, reproducible picture cards, and cooperative learning activities

**new!**



### Canadian Teacher's Guide

Adapting *Ventures* to Canadian classrooms has never been easier, thanks to the *Ventures* Canadian Teacher's Guide. This resource offers ideas and tips for making sure all five levels of the Student's Books are tailored to the needs of Canadian students. The guide also includes information on Canadian document literacy and correlations to Canadian Benchmarks.



### Try it out!

#### Student's Book

Try out excerpts from Student's Book 1 in your classroom. Because the Student's Book pages shown here contain answers, we encourage you to contact your local Cambridge sales rep for an exam copy. Information on how to contact your local rep can be found on the inside back cover of this Sampler. Additionally, you can visit our Web site at [www.cambridge.org/ventures](http://www.cambridge.org/ventures) to download these and other *Ventures* sample pages without answers, as they appear in the Student's Book.

#### Teacher's Edition

Once you have copies of the Unit 8 pages from Student's Book 1, use the ideas presented on the corresponding Teacher's Edition pages in this sampler to teach the lessons presented.

# Get ready

## 1 Talk about the picture

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

**B** Point to: a busboy • a waiter • a construction worker • a cook  
a nurse • a nursing assistant • a cashier



**Lesson objectives**

- Introduce students to the topic
- Find out what students know about the topic
- Preview the unit by talking about the picture
- Practice key vocabulary
- Practice listening skills

**Warm-up and review**

- Before class. Write today's lesson focus on the board.  
*Lesson A:*  
*Work vocabulary*  
*Names of occupations*
- Begin class. Books closed. Write on the board: *work*. Point to the word. Say: *Today's class is about work. What are some different kinds of jobs?* Elicit occupations and write them on the board.
- Ask Ss: *Do you work?* Elicit *Yes* or *No* answers. Ask Ss who say *Yes*: *Where do you work? What is your job or occupation?* Write Ss' responses on the board.

**Presentation**

- Books open. Set the scene. Direct Ss' attention to the picture on page 96. Ask: *Where is this?* (a restaurant, a café) Ask: *What do you see?* Elicit as much vocabulary about the picture as possible: *restaurant, waiter, waitress, people eating and drinking, kitchen, tables, chairs.*

**Teaching tip**

Do not expect Ss to know all the new vocabulary words. These questions are intended to find out what Ss already know about work vocabulary.

- Direct Ss' attention to the key words in Exercise **1B**. Read each word aloud while pointing to the corresponding person in the picture. Ask the class to repeat and point.

**Teaching tip**

Ss may not be familiar with some of the occupations listed at the top of the page. It might be helpful to hold up the Student's Book and point out each occupation so that the class knows which job each word is describing.

**Comprehension check**

- Ask Ss *Wh-* questions about the picture. Recycle questions in the present continuous. Ask:  
*What is the cook doing?* (He is cooking / cutting / grilling food.)  
*What is the waiter doing?* (He is talking to the customer. / He is working.)  
*What is the waitress doing?* (She is giving the customer food and a drink.)  
*What is the man at the counter doing?* (He is eating.)  
*What is the electrician doing?* (He is working. He is fixing the light.)

**Option** If you feel Ss need help reviewing more basic *Yes / No* questions, point to people in the picture and ask: *Is he a waiter / cook / construction worker / etc.?* Ss will give a *Yes* or *No* answer.

**Practice**

- Direct Ss' attention to Exercise **1B**. Model the task. Hold up the Student's Book. Say to a S: *Point to the busboy in the picture.* (The S points to the busboy.)
- Ss in pairs. Say to one S: *Say the words in Exercise 1B.* Say to his or her partner: *Point to the person in the picture.*
- Pairs complete the exercise. Help as needed. When Ss finish, have them change partners and roles.
- Ask several pairs to perform the exercise for the class to check Ss' understanding.

**Expansion activity (small groups)**

- Ss in small groups. Say: *Choose one of the tables in the picture on page 96. Talk about it in your group. Write three or four sentences about the table in the picture.*
- When Ss finish, ask one person from each group to read the description to the rest of the class. The class tries to guess which table is being described.

**Expansion activity (student pairs)**

- **Materials needed** Old magazines with pictures of people doing different jobs
- Ss in pairs. Give each pair an old magazine. Say: *Find a picture of someone working. Cut out the picture and glue it onto a piece of paper. Then write about that person. What is his or her name? What is his or her job? What is he or she doing in the picture?*
- Ss complete the activity in pairs. Walk around and help as needed.
- When Ss finish, ask them to post the pictures around the room. Ask Ss to peruse the "gallery" and read the descriptions their classmates have written.

**Learner persistence (whole group)**

- Ask working Ss: *What's your job? Do you speak English at your job? What are some examples of words you say at work?*
- Work with Ss to find out what types of language help they need in order to do their jobs. If Ss are struggling to speak English at work, try to arrange for them to have a tutor who can focus on specific workplace English in order to help those Ss meet their language needs at work.

**Presentation**

- Direct Ss' attention to Exercise **2A**. Read the occupations in the word bank. Ask Ss to repeat.
- Ask questions about the words in the word bank:  
*What do truck drivers do?* Elicit a response such as: *They drive trucks.*  
*What do receptionists do?* Elicit a response such as: *They answer the phone and help people.*
- Explain any unfamiliar words.

**Teaching tip**

Mention familiar people who have the occupations listed in the word bank. Point out the school receptionist and any other workers Ss may know.

- Direct Ss' attention to the picture on page 96 in Exercise **1**. Ask *Yes / No* questions using the vocabulary words.  
Say: *Listen to the questions. Answer Yes or No.*  
*Is there a busboy in the picture?* (Yes.)  
*Is there a cashier in the picture?* (Yes.)  
*Is there an electrician in the picture?* (Yes.)  
*Is there a receptionist in the picture?* (No.)  
*Is there a waiter in the picture?* (Yes.)  
*Is there a nursing assistant in the picture?* (Yes.)

**Practice**

- Direct Ss' attention back to Exercise **2A** and read the instructions aloud.
-  [Class Audio CD2 track 23] Play or read the audio program (see audio script, page T-158). Ss listen and circle the words they hear. Repeat the audio program as needed.
- Check answers. Ask: *What did you circle?* Ask Ss to read the words aloud. Hold up the Student's Book. Point to the words that were mentioned in the audio program. Say: *Repeat after me.* Say each word.

**Expansion activity (student pairs)**

- Ask Ss to look at the words they did not circle. Ask a S to write them on the board: *office worker, receptionist, truck driver.*
- Ss in pairs. Say: *Write sentences with the words that you didn't hear in Exercise 2A.* Help as needed.
- Ask Ss to write their sentences on the board.
- Ask other Ss to read the sentences aloud.

**Practice**

- Direct Ss' attention to Exercise **2B** and read the instructions aloud. Tell Ss: *Listen to conversation A.*
-  [Class Audio CD2 track 23] Play or read the first conversation only on the audio program.

- Ask Ss: *Which picture matches conversation A?* (picture number 2) After Ss respond, hold up the Student's Book. Point to the handwritten *a* next to number 2.
-  [Class Audio CD2 track 23] Play or read the complete audio program. Ss complete the exercise individually.

**Learner persistence (individual work)**

-  [Self-Study Audio CD track 30] Exercises **2A** and **2B** are recorded on the Ss' self-study CD at the back of the Student's Book. Ss can listen to the CD at home for reinforcement and review. They can also listen for self-directed learning when class attendance is not possible.

**Comprehension check**

- Write the numbers *1–6* on the board. Ask individual Ss to come to the board and write the correct answers to Exercise **2B** next to each number.
- Read aloud the second part of the instructions for Exercise **2B**.
-  [Class Audio CD2 track 23] Play or read the audio program again. Pause the audio program after each conversation. Point to a letter of the conversation on the board. Ask: *Is this correct?* Make corrections on the board.

**Application**

- Books closed. Ask Ss: *What are some places that people can work?* Elicit examples such as: *restaurant, hospital.*
- Ask working Ss: *Where do you work?* Elicit responses.
- Books open. Direct Ss' attention to Exercise **2C**.
- Hold up the Student's Book. Point to the words in the word bank. Say each word. Ask Ss to repeat.
- Read aloud the instructions for Exercise **2C**.
- Hold up the Student's Book. Point to the hospital sign. Ask a S to read the example aloud.
- Ss complete the exercise individually. Help as needed.
- Write the numbers *1–6* on the board. Ask Ss to write their answers on the board.

**Evaluation**

- Direct Ss' attention to the lesson focus on the board. Ask Ss to identify the occupations in the pictures on pages 96 and 97.
- Check off the lesson focus as Ss demonstrate understanding of what they have learned in the lesson.

**More Ventures (whole group, pairs, individual)**

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM, Add Ventures*, or the *Workbook*.

## 2 Listening



**A** Listen. Circle the words you hear.

busboy	electrician	receptionist
cashier	nurse	truck driver
doctor	office worker	waitress



**B** Listen again. Write the letter of the conversation.



Listen again. Check your answers.

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

busboy    cashier    doctor    nurse    receptionist    waiter

- doctor
- nurse
- receptionist



- busboy
- cashier
- waiter



# I was a teacher.

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

### Questions

Were you a student?  
 Was he a student?  
 Was she a student?  
 Were they students?

### Answers

Yes, I **was**.  
 he **was**.  
 she **was**.  
 they **were**.  
 No, I **wasn't**. I **was** a teacher.  
 he **wasn't**. He **was** a teacher.  
 she **wasn't**. She **was** a teacher.  
 they **weren't**. They **were** teachers.

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

## 2 Practice

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

**JOB APPLICATION FORM**

Name: Amy Cho

Job History:  
2006-Present Nurse  
2000-2006 Teacher



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

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



**APPLICATION FORM**

Name: BEN LIAO

Job History:  
2006-PRESENT CONSTRUCTION WORKER  
2004-2006 WAITER

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

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

**Listen and repeat.**

## Lesson objectives

- Introduce the simple past of *be*

### Warm-up and review

- Before class. Write today's lesson focus on the board.  
*Lesson B:*  
*The simple past of be:*  
*was / wasn't*  
*were / weren't*
- Begin class. Books closed. Draw a time line on the board.  
*2001* ←—————→ *now*  
*student* ←—————→ *teacher*
- Point to *student* and *2001*. Say: *I was a student in 2001*. Point to *teacher* and *now*. Say: *I'm a teacher now*. (Modify the information to make it accurate about yourself, or speak about a fictitious third person: *Betty was a student in 2001. She's a teacher now*.)
- Write the sentences on the board. Read them aloud and ask Ss to repeat.
- Ask: *What about you?* Go around the room. Ask Ss to make sentences about their past and present occupations, for example: *I was a \_\_\_\_\_ in (year). I am a \_\_\_\_\_ now*.

#### Teaching tip

Ask Ss to draw a simple time line similar to the one on the board. Tell them to include a date in the past and the present year. Then ask them to write a sentence describing the time line.

### Presentation

- Books open. Direct Ss' attention to the grammar chart in Exercise 1. Read the questions and answers aloud. Ask Ss to repeat.
- Direct Ss' attention to the contractions *wasn't* and *weren't*. Say: *These are contractions*. Say the contractions and the corresponding long forms. Ask Ss to repeat them.

### Practice

- Direct Ss' attention to Exercise 2A and point to number 1. Ask: *Who is applying for a job?* (Amy Cho)
- Point to the last line of the job application form and ask: *What was Amy Cho's job from 2000 to 2006?* Ask a S to read the two example answers aloud.
- Read the instructions aloud. Be sure students understand the task.
- Ss complete the sentences individually. Walk around and help as needed.

### Comprehension check

-  [Class Audio CD2 track 24] Read aloud the second part of the instructions for Exercise 2A. Play or read the audio program (see audio script, page T-158). Have Ss check their answers as they listen and repeat. Correct pronunciation as needed.
- Ask Ss to come to the board and write the sentences. Ask different Ss to read the sentences aloud. Ask Ss to make any necessary corrections on the board.

#### Expansion activity (whole group)

- **Materials needed** Index cards
- Memory game. Give each S an index card. Say: *Write an occupation on your card. It can be a job that you have had in the past, or any job*. Model the activity by writing *waiter* or *waitress* on an index card.
- Ss in a circle. Model the exercise by holding up your card and saying: *I was a waiter / waitress*. Encourage the S to your right to do the same. Go around the circle until everyone has had a chance to show his or her card and to name a past job.
- Write on the board:  
*He / She was . . .*  
*You were . . .*  
*I was . . .*
- Sit in the circle again. Describe the S to your left, by saying: *He / She was a* (name of job). Then describe the S to your right by saying to him or her: *You were a* (name of job). Then describe yourself by saying: *I was a* (name of job). Encourage the student on your right to do the same. Go around the circle until everyone has had a chance to speak.

#### Expansion activity (whole group)

- If you want to expand the grammar presentation, turn to the grammar charts at the back of the Student's Book. Practice making sentences using the simple past of *be* and the pronouns *we*, *you* (plural), *it*.

**Presentation**

- Direct Ss' attention to the pictures in Exercise **2B**. Ask: *Are these pictures of people today? When were these pictures taken?* Hold up the Student's Book. Point to the first picture. Ask: *What was her occupation?* Elicit: *She was a teacher.* Ask: *When?* Make sure Ss understand that she was a teacher in the past.
- Continue by asking about the rest of the pictures: *What were their occupations?* (They were nurses.) *What was his occupation?* (He was a waiter.) *What were their occupations?* (They were doctors.) *What was his occupation?* (He was a cook.) *What was her occupation?* (She was a cashier.)
- Read the instructions aloud. Ask two Ss to read the example conversations aloud.
- Ss complete the exercise in pairs. Walk around and help as needed.
- Ask several pairs to perform their conversations for the class.

**Application**

- Books closed. Model different ways of asking someone about his or her job. Ask a S: *What's your job?* Elicit: *I'm a \_\_\_\_\_.*
- Ask another S: *What do you do?* Elicit: *I'm a \_\_\_\_\_.*
- Ask another S: *What's your occupation?* Elicit: *I'm a \_\_\_\_\_.*

**Teaching tip**

It might be helpful to teach Ss a few other occupations, including housewife or stay-at-home parent. Encourage students to look up their past jobs in a bilingual dictionary if they don't know how to say an occupation in English. Encourage nonworking Ss to say: *I am a student* or *I am a housewife* or *I stay at home with my children* or *I'm looking for a job.*

**Useful language**

Books open. Read the tip box aloud. Ask Ss to repeat the three questions after you. Tell Ss that the questions all have the same meaning.

- Direct Ss' attention to Exercise **3**. Read the instructions aloud. Model the example with a S. The S speaks first.
- Point out the chart below the conversation. Ask a S: *What's the name of the person in the conversation?* Elicit: *Sylvia.* Ask another S: *What's her job?* Elicit:

*She's a housewife.* Ask another S: *What was her job before?* Elicit: *She was a receptionist.*

- In groups of four, Ss complete the chart with information about themselves. Walk around and help as needed.
- Read aloud the second part of the instructions for Exercise **3**.
- Ask a S to read the example sentences. As the S reads, hold up the Student's Book and point to the key words in the chart.
- Ss complete the exercise individually. Walk around and help as needed.
- Ask each S to tell you about another student. Elicit appropriate responses.

**Expansion activity** (small groups)

- **Materials needed** Index cards
- Ss in small groups. Give each group two piles of index cards – six in one pile and ten in the other. Ask Ss to write the subject pronouns on the first set of cards: *I, you, he, she, we,* and *they* (also write these on the board as a reference). Ask Ss to write the names of occupations on a separate set of cards: *truck driver(s), nurse(s), manager(s), office worker(s), electrician(s), student(s), gardener(s), construction worker(s), cashier(s),* and *cook(s).* Tell the groups to keep the two piles separate.
- Model the activity by choosing one card from each pile and making a sentence about yourself or the students, for example: *He wasn't a gardener.* Point to the S to whom you are referring.
- Ask Ss to choose one card from each pile and make a sentence about themselves or their classmates. Repeat the task until everyone has had a chance to make a sentence.

**Evaluation**

- Direct Ss' attention to the lesson focus written on the board. Elicit affirmative and negative statements using *was* and *were*, for example: *I was a taxi driver. He wasn't a truck driver. They were cooks.*
- Have Ss ask their classmates questions using *Was* and *Were* (*Was he a teacher? Were you a nurse?*) Ask other Ss to answer the questions.
- Check off the items as Ss demonstrate understanding of what they have learned in the lesson.

**More Ventures** (whole group, pairs, individual)

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM, Add Ventures,* or the *Workbook.*

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

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

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



1. a teacher?

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

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



2. receptionists?



3. waiter?



4. electricians?



5. a cook?



6. a cashier?

### 3 Communicate

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

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

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

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

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

#### Useful language

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

Name	Job now	Job before
Sylvia	a housewife	a receptionist
(Answers will vary.)		

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

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

# Can you cook?

## 1 Grammar focus: *can*

Statements	Questions	Answers
I He She They	you he she they	I he she they
<i>can</i> cook.	<i>Can</i> cook?	Yes, <i>can</i> . No, <i>can't</i> .

can't = cannot

## 2 Practice

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



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



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



A Can he fix a car?  
B Yes, he can.



A Can she paint a house?  
B No, she can't.



A Can they work with computers?  
B No, they can't.



A Can you cook?  
B Yes, I can.

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

## Lesson objectives

- Introduce *can*

### Warm-up and review

- Before class. Write today's lesson focus on the board.  
*Lesson C: Use "can" to talk about ability*
- Begin class. Books closed. Ask Ss: *Can someone in this class play the piano?* If someone in your class answers *Yes*, write a sentence on the board about that person: (Name of S) *can play the piano.*
- Ask: *Can someone in this class play another musical instrument?* If someone in your class answers *Yes*, write a sentence about that S on the board.
- Ask: *Can someone in this class cook Chinese food?* Elicit a negative answer and write a *can't* sentence on the board: (Name of S) *can't cook Chinese food.*
- Ask a S: *Can you drive a car?* Elicit: *Yes* or *No*. Write on the board:  
*Can you drive a car?*  
*Yes, I can.* or *No, I can't.*
- Read aloud what you've written on the board. Ask Ss to repeat after you.

### Presentation

- Books open. Direct Ss' attention to the grammar chart in Exercise 1. Read each section aloud. Ask Ss to repeat after you.

#### Contractions

Focus Ss' attention on the contraction *can't*. Say: "*Can't*" is the same as "*cannot*." It is a contraction.

- Ss in pairs. Have students practice reading the grammar chart to each other while pointing to an appropriate person (or persons) in the class (*I, You, He, She, They*).

#### Expansion activity (whole group)

- Write on the board: *Can you \_\_\_\_\_?*
- Point to the question on the board. Ask: *What questions can you ask your classmates?* Elicit verbs such as *cook, paint, sing*, etc. Write the verbs under the blank on the board.
- Ask two Ss to stand up. Say to one S: *Ask your classmate one of the questions on the board.* Elicit the correct short answer form *Yes, I can* or *No, I can't*. Repeat with a few more pairs of Ss.

### Practice

- Direct Ss' attention to the pictures in Exercise 2A. Hold up the Student's Book. Point to each picture. Ask: *What's happening?* Elicit responses such as: *The teacher is writing on the board; the boy is holding the keys; the*

*man is fixing a car; the girl is walking; the cats are playing; the food is on the counter.*

**Option** If you feel that this warm-up question will be too challenging, ask: *What do you see?* Accept single-word answers as Ss point out the items they see in the pictures.

- Read the instructions aloud. Ask two Ss to read aloud the example questions and answers.
- Ss complete the exercise individually. Walk around and help as needed.
- Check answers with the class. Ask Ss to write their answers on the board. Ask different Ss to read the answers aloud. Ask other Ss to make any necessary corrections on the board.

### Comprehension check

- Read aloud the second part of the instructions for Exercise 2A.
-  [Class Audio CD2 track 25] Play or read the audio program (see audio script, page T-158). Listen to Ss' pronunciation as they repeat the conversations. Correct pronunciation as needed.
- Ss practice the conversations in pairs. Walk around and help as needed.
- Ask several pairs to read the conversations for the rest of the class.

#### Expansion activity (small groups)

- Question-and-answer practice. Ss in groups of four to six. Write a checklist on the board using the skills in Exercise 2A, or elicit other skills from the class, for example:  
*Speak Spanish?                      Paint a house?*  
*Drive a truck?                        Use a computer?*  
*Fix a car?                                Cook?*
- Model the activity by asking a S: *Can you speak Spanish?* Elicit: *Yes, I can* or *No, I can't*. Write on the board: (Name of S) *can / can't speak Spanish.*
- Have Ss ask their classmates questions. Encourage them to write complete sentences based on the answers they receive.
- Check answers with the class. Ask each S to tell the class about a group member, for example: *Tell me about (name of S).*

#### Expansion activity (whole group)

- If you want to expand the grammar presentation, turn to the grammar charts at the back of the Student's Book. Practice making sentences using *can* and the pronouns *we, you* (plural), *it*.

## Presentation

- Books closed. Write on the board: *A teacher can \_\_\_\_\_*. Elicit possible answers and write them on the board, for example: *teach English, give homework*.
- Write on the board: *A student can \_\_\_\_\_*. Elicit possible answers and write them on the board, for example: *study, learn, go to school*.
- Books open. Direct Ss' attention to Exercise **2B**. Read aloud the words in the word bank and ask Ss to repeat.
- Explain any new words to Ss.
- Focus Ss' attention on the first picture. Ask: *What's his job?* Elicit: *He's a painter*. Ask: *Can he fix cars in his job?* Elicit: *No, he can't*. Ask: *Can he make food in his job?* Elicit: *No, he can't*. Ask: *Can he paint?* Elicit: *Yes, he can*.
- Read the instructions aloud. Ask a S to read aloud the example. Point to where *paint* is written on the blank.
- Ss complete the exercise individually. Help as needed.
- Check answers with the class. Ask Ss to write their sentences on the board. Ask different Ss to read the sentences aloud. Ask other Ss to make any necessary corrections on the board.
- Read aloud the second part of the instructions for Exercise **2B**.
-  [Class Audio CD2 track 26] Play or read the audio program (see audio script, page T-159). Listen to Ss' pronunciation as they repeat the sentences. Correct pronunciation as needed.

## Application

- Write on the board: *I'm looking for a job*. Point to the sentence and read it aloud. Ask Ss to repeat after you.
- Ask: *What does this mean?* If Ss don't know, say: *It means you need a job. You don't have a job, but you want one*.
- Direct Ss' attention to Exercise **2C**. Read the instructions.
- Ask two Ss to read the example conversation aloud.
- Ss complete the exercise in pairs. Help as needed.
- Ask pairs to perform their conversations for the class.

## Expansion activity (whole group)

- Guessing game. Write on the board the occupations from Exercise **2B**. Elicit other occupations from Ss and write them on the board.
- Invite a S to the front of the class. Write one of the occupations on a piece of paper and show it to the S without letting anyone else see what you have written. Say: *Imagine that this is your job*.

- Model the activity by asking the S about his or her job: *Can you fix cars?* Elicit: *Yes I can* or *No, I can't*.
- Invite Ss to ask *Yes / No* questions until they can guess the occupation. When a S guesses correctly, invite him or her to the front of the room. Continue the game by showing the new S a different occupation and eliciting *Yes / No* questions about the job from the class. If Ss are having trouble guessing, ask a helpful *Yes / No* question as a clue.
- Repeat until all the occupations have been chosen.

## Application

- Read aloud the instructions for Exercise **3**. Ask two Ss to ask and answer the sample question aloud.
- Ss complete the exercise in pairs. Help as needed.
- Ask pairs to ask and answer the question for the rest of the class.

## Expansion activity (whole group)

- Expand on Exercise **3** by asking Ss to stand up and ask classmates about their skills and abilities. Explain that they need to find other Ss who can do the same things that they can do.
- After they have finished asking the questions, ask Ss to talk to the rest of the class about their shared abilities, for example: *We can speak Spanish. We can type. We can work with computers*.

## Evaluation

- Direct Ss' attention to the lesson focus on the board.
- Guide Ss to look carefully at the picture on page 96. Ask: *What can the people in the picture do?* Elicit answers such as: *The electrician can fix the lights. The cook can make lunch. The cashier can take money*.
- Check off the lesson focus as Ss demonstrate understanding of what they have learned in the lesson.

### More Ventures (whole group, pairs, individual)

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM, Add Ventures*, or the *Workbook*.

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

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



1. A painter can paint.



2. A salesperson can sell.



3. A carpenter can build things.



4. A gardener can take care of plants.



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



6. An auto mechanic can fix cars.

 **Listen and repeat.**

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

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

### 3 Communicate

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

What can you do?

I can cook. I can work with computers.

## 1 Before you read

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

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



Harmon Hills Nursing Home

## 2 Read

SELF-STUDY  
AUDIO CD



**Listen and read.**

Valley Adult School

Dear Ms. Carter:

I am writing this letter to recommend my student Mai Linh Lam.

Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 8:30 to 4:30. She takes care of senior citizens.

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

Sincerely,  
Elaine Maxwell



Verb forms can tell you if something happened in the past or is happening now.

Mai Linh **was** a teacher in Vietnam.  
She **is looking** for a new job.

## 3 After you read

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

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

**Write.** Correct the sentences.

- Mai Linh is looking for a job in the United States.

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

- What was Mai Linh's job before? a teacher
- Is Mai Linh certified? Yes, she is.
- What are her work skills? write reports, help elderly people, speak two languages.

### Culture note

For some jobs, you need a certificate. You have to take a test to get the certificate. *I'm certified* means *I have a certificate*.

## Lesson objectives

- Introduce and read a letter of recommendation
- Practice using new topic-related words

## Warm-up and review

- Before class. Write today's lesson focus on the board.  
*Lesson D:*  
*Read a letter about Mai Linh Lam*  
*Learn new vocabulary: occupations and workplaces*
- Begin class. Books closed. Ask: *Are any of you looking for a job?* Elicit *Yes* or *No* responses.
- Write on the board: *How can you get a job?* Read the question to the class. Write Ss' responses on the board. If Ss don't know how to answer the question, help them by writing these ideas on the board.  
*Look at the job ads in the newspaper*  
*Look at ads on the bulletin board*  
*Answer an ad in a store (Help Wanted)*  
*Ask a friend to recommend you*  
*Look on the Internet*
- Ask individual Ss to read the suggestions on the board.
- Write *recommend* on the board. Ask: *What does this mean?* (It means that someone will say you are a good worker.)

## Presentation

- Books open. Have Ss' look at Exercise 1. Read the instructions. Ask: *Who are the people in the picture?* (Mai Linh and a man) *Where are they?* (Harmon Hills Nursing Home) *What is a nursing home?* (It is where older people live.) *What is Mai Linh's volunteer job now?* (She takes care of senior citizens.)

### Culture note

You may want to ask Ss if they are familiar with nursing homes. Nursing homes are not common in many cultures. It might be interesting to ask Ss how elderly people live in their countries. You can also ask if any of your Ss work or have ever worked in a nursing home.

- Direct Ss' attention to Exercise 2 and read the instructions aloud.
- Say: *You are going to read a letter of recommendation. Remember that "recommend" means to say someone is a good person for a job.*
-  [Class Audio CD2 track 27] Play or read the audio program (see audio script, page T-159). Repeat as needed.
- Identify and explain any words Ss don't understand. Then have Ss reread the letter silently.
- Ask Ss to read the letter aloud. Each S will read a sentence in turn.
- Hold up the Student's Book. Point to the word *certified*. Direct Ss' attention to the culture note near the bottom of the page.

### Culture tip

Read the culture note aloud. Ask Ss if they are certified in anything. Give examples of jobs that require certification, such as nursing assistant and teacher.



Read the tip box aloud. Remind Ss that *was* and *were* are the past tense, and *is* and *are* are the present tense. It might be helpful to ask Ss to underline the different forms of *to be* in the letter.

### Learner persistence (individual work)

-  [Self-Study Audio CD track 31] Exercise 2 is recorded on the Ss' self-study CD at the back of the Student's Book. Ss can listen to the CD at home for reinforcement and review. They can also listen to the CD for self-directed learning when class attendance is not possible.

## Comprehension check

- Read aloud the instructions for Exercise 3A. Ask a S to read the example aloud.
- Ask: *Is Mai Linh looking for a job in Vietnam?* (No, she is looking for a new job in the United States.) Point to where *No* is circled for number 1. Be sure Ss understand the task.
- Ss complete the exercise individually. Help as needed.
- Check answers with the class. Ask Ss to read aloud their sentences and answers.
- Ask Ss to take out a piece of paper. Read the second part of the instructions for Exercise 3A.
- Model the task of correcting the sentences. Point to *No* for number 1 in Exercise 3A. Read the sentence aloud. Tell Ss: *This sentence is incorrect. Tell me the correct sentence. Mai Linh is looking for a job in . . . (the United States).* Write on the board: *Mai Linh is looking for a job in the United States.*
- Ss complete the exercise individually. Help as needed.
- Check answers with the class. Ask Ss to write their answers on the board. Ask different Ss to read the answers aloud.

## Practice

- Read aloud the instructions for Exercise 3B.
- Ss complete the exercise individually. Help as needed.
- Check answers with the class. Ask Ss to read their questions and answers aloud.

# Lesson D Reading

## Warm-up and review

- Books closed. Write on the board: *occupations*. Ask: *What are the names of some occupations?* Write Ss' responses on the board. Elicit the names of occupations learned in this unit and other occupations Ss may know.
- Point to each occupation written on the board. Say the word aloud and ask Ss to repeat after you.

### Teaching tip

Bring in pictures of different occupations from magazines. Try to include the occupations learned in this unit.

## Presentation

- Books open. Direct Ss' attention to the pictures in Exercise 4. Ask: *What are these people doing?* Elicit as much vocabulary as possible, for example: *working, cutting hair, cleaning teeth*.
- Direct Ss' attention to the word bank in Exercise 4A. Say: *Repeat the words after me*. Say each word. Listen to Ss' pronunciation as they repeat. Correct as needed.
- Say: *Write the words in the picture dictionary*. Point to the first example. Be sure Ss understand the task.
- Ss complete the exercise individually. Walk around and help as needed.

## Comprehension check

-  [Class Audio CD2 track 28] Play or read the audio program (see audio script, page T-159). Ss should check their answers and repeat the words after they hear them. Repeat the audio if necessary.

### Learner persistence (individual work)

-  [Self-Study Audio CD track 32] Exercise 4A is recorded on the Ss' self-study CD at the back of the Student's Book. Ss can listen to the CD at home for reinforcement and review. They can also listen for self-directed learning when class attendance is not possible.

## Practice

- Direct Ss' attention to the occupations written on the board during the warm-up activity. Point to each occupation. Ask: *Where does this person work?* (For example: *Where does a doctor work?* *He / She works in a hospital*.)
- Focus Ss' attention on the workplaces listed in Exercise 4B. Read the words aloud. Ask Ss to repeat after you.

### Teaching tip

Ask Ss if they work in the places listed in this exercise.

- Read the instructions aloud.
- Ss complete the exercise in pairs. Help as needed.
- Write the numbers 1–6 on the board. Ask individual Ss to come to the board to write their answers. Ask different Ss to read the answers.

## Practice

- Read aloud the second part of the instructions for Exercise 4B.
- Model the task. Hold up the Student's Book. Point to one of the pictures in the picture dictionary. Ask two Ss the questions at the bottom of the page.
- Ss complete the exercise in pairs. Help as needed.
- Ask pairs to ask and answer the questions for the class.

### Expansion activity (small groups)

- **Materials needed** Two sets of index cards (six cards in each set) for each small group of Ss
- Memory game. Ss in small groups. Give each group two sets of six index cards. Ask each group to write the occupations and workplaces from Exercise 4B on the two sets of cards.
- Tell Ss to shuffle each set of cards and spread the cards face down on a desk or table in neat rows.
- Each S in the group takes turns turning over two cards. If the S turns over an occupation and a workplace that match, he or she can take the cards and continue trying to make a new match.
- The game ends when all matches have been made. The player with the most matches wins the game.

## Evaluation

- Direct Ss' attention to the lesson focus on the board.
- Put a check next to *Read a letter about Mai Linh Lam*.
- Focus Ss' attention on page 103. Ask Ss to make sentences about the occupations and workplaces of the people in the picture dictionary.
- Check off each part of the lesson focus as Ss demonstrate understanding of what they have learned in the lesson.

### More Ventures (whole group, pairs, individual)

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM, Add Ventures*, or the *Workbook*.

# 4

## Picture dictionary

## Occupations



1. housekeeper



2. custodian



3. pharmacist



4. factory worker



5. hairstylist



6. dental assistant



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

custodian	factory worker	housekeeper
dental assistant	hairstylist	pharmacist

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

1. a beauty salon <u>hairstylist</u>	3. a factory <u>factory worker</u>	5. an office building <u>custodian</u>
2. a dental office <u>dental assistant</u>	4. a hotel <u>housekeeper</u>	6. a drugstore <u>pharmacist</u>

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

What's her occupation? She's a housekeeper.

Where does she work? She works in a hotel.

# 1 Before you write

**A Write.** Check (✓) the boxes. *(Answers will vary.)*

	Work skill	Life skill	Both
1. drive	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. read to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. pay bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. read a schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Talk** with a partner.

- A What about number 1? Can you drive?  
 B Yes, I can.  
 A Is it a work skill or a life skill?  
 B I think it's both.

**B Read.** Answer the questions.

Subject: My Skills

**Date:** Tues. 25 August 2007  
**From:** CARLA <colsen@cup.org>  
**Subject:** My Skills  
**To:** ventures@cambridge.org

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

- What are Carla's life skills? She can do housework, drive a car, and cook.
- What are Carla's work skills? She can fix a car, speak two languages, and use a computer.

## Lesson objectives

- Discuss and write about work and life skills
- Practice using a dictionary

### Warm-up and review

- Before class. Write today's lesson focus on the board.  
*Lesson E:*  
*Write about your skills: What can you do?*
- Also write on the board:  
*Work skills      Life skills      Both*
- Begin class. Books closed. Ask: *What skills do you use at work?* (file, use office equipment, cook, etc.) Write one of the skills on the board under *Work skills*.
- Ask: *What skills do you use outside of work?* (shop, help children with homework, etc.) Write one of the skills on the board under *Life skills*.
- Ask: *What skills do you use at work and outside of work?* (use a computer, etc.) Write one of the skills on the board under *Both*.
- Ask Ss to brainstorm more life skills and work skills. Write them in the columns on the board.
- Books open. Direct Ss' attention to Exercise **1A**. Read the instructions aloud.
- Hold up the Student's Book. Point to number 1 (drive). Ask: *Is this a work skill, a life skill, or both?* (both) Point to where *Both* has been checked.
- Ss complete the exercise individually. Walk around and help as needed.
- Focus Ss' attention on the second part of Exercise **1A**. Ask two Ss to read the example conversation aloud.
- Ss complete the exercise in pairs. Walk around and help as needed.
- Check answers by asking individual Ss to say which box they checked. Ask the rest of the class: *Do you agree with this answer?* Allow Ss to discuss any differences of opinion.
- Read aloud the instructions for Exercise **1B**.
- Focus Ss' attention on the e-mail message. Ask: *What is this?* (It's an e-mail message.)
- Ask: *Do you write e-mail messages in English?* Elicit a *Yes* or *No* response.

### Teaching tip

Encourage Ss to practice their English outside of class by writing e-mail messages in English.

- Ask questions about the e-mail:  
*What's the date?* (Tuesday, August 25th, 2007)  
*Who is it from?* (Carla)  
*What is the subject?* (My life skills and work skills)  
*Who is the e-mail to?* (Ventures)
- Ask Ss to read the e-mail silently and then write answers to the questions.
- Ss in pairs. Say: *Ask your partner the questions. Then your partner will ask you the questions.* Ask several pairs to ask and answer the questions for the rest of the class.

### Expansion activity (whole group)

- Practice statements with *He can* and *She can*. Point to a student. Say: *He can \_\_\_\_\_*. Write the sentence on the board. Read it aloud.
- Encourage a S to make a sentence about another S in the class. Continue going around the class until everyone has had a chance to describe another student.

### Expansion activity (small groups)

- Read a classified section. Give each S a copy of a classified section from a local newspaper.
- Write on the board:
  1. Find five different jobs.
  2. Find five different job skills.
  3. Find five different companies.
- Model the activity by pointing to an ad, reading it aloud, and listing the information on the board.
- Ss in small groups. Ss answer the questions in a small group.
- Check answers with the class. Elicit information from each group.

## Practice

- Books closed. Write on the board: *I'm a \_\_\_\_\_. I work at \_\_\_\_\_.* Fill in the first blank with *teacher*. Fill in the second blank with the name of your school.
- Read the sentences aloud. Ask Ss to repeat after you.

### Teaching tip

Remind Ss to capitalize names of businesses. Write a name of a local company on the board as an example. Elicit other examples and write the names on the board as Ss spell the names aloud.

- Books open. Direct Ss' attention to Exercise **2A** and read the instructions aloud.
  - Ss complete the exercise individually. Walk around and help as needed.
  - Check answers by asking Ss to write their sentences on the board. Check for correct capitalization.
  - Write on the board:  
*I can \_\_\_\_\_.*  
*I can \_\_\_\_\_.*
  - Fill in the blanks with two skills you have. Read the sentences aloud. Ask Ss to repeat after you.
  - Direct Ss' attention to Exercise **2B** and read the instructions aloud.
  - Ss complete the exercise individually. Walk around and help as needed.
  - Check answers by asking each S to read aloud one of his or her skills.
  - Read aloud the instructions for Exercise **2C**.
  - Direct Ss' attention to the e-mail in Exercise **1B** on page 104. Say: *Write a paragraph like this one. Write about your own skills.*
  - Remind Ss to capitalize the names of businesses.
  - Ss complete the exercise individually. Walk around and help as needed.
- Option** Write a paragraph about your own skills. Model the activity by reading it to the class before Ss write their own paragraphs.



Read the tip box aloud. Remind Ss that correct spelling, capitalization, and punctuation are very important in helping to make writing clear.

## Comprehension check

- Read aloud the instructions for Exercise **3A**.
- Ss complete the exercise in pairs. Walk around and help as needed. Help with pronunciation.
- Read aloud the instructions for Exercise **3B**. This exercise asks Ss to work together and peer-correct their writing. Ask a S to read the questions aloud. Tell Ss to exchange papers and find the answers to the questions. Tell Ss to circle the answers on their partner's note.
- Walk around and help as needed.
- Ask pairs to answer the questions about their partner's note for the class.

### Expansion activity (whole group)

- Sentence writing competition. Divide the class into two teams. Say: *I will say an occupation. One person from each team will come to the board and write a sentence using that occupation. Try to include skills. The first person to write a correct sentence will get one point.*
- Model the activity. Say the word *doctor*. Write on the board: *A doctor can take care of people.*
- Use the occupations from the picture dictionary. Tally the points. The team with the most points wins the game.

## Evaluation

- Direct Ss' attention to the lesson focus written on the board.
- Ask different Ss to come to the board and write some examples of their work skills and life skills. Encourage Ss to make sentences with *can*.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

### More Ventures (whole group, pairs, individual)

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM, Add Ventures*, or the *Workbook*.

## 2 Write

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

I am a \_\_\_\_\_ *(Answers will vary.)*

I work at \_\_\_\_\_

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

*(Answers will vary.)*

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

*(Answers will vary.)*

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## 3 After you write

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

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

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



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

**1 Life-skills reading**

**APPLICATION FOR EMPLOYMENT**

1 Name \_\_\_\_\_  
FIRST LAST

2 Soc. Sec. No. 000-99-9103

3 Address \_\_\_\_\_  
STREET

4 Phone ( \_\_\_\_\_ ) \_\_\_\_\_

5 Are you 16 years or older? Yes  No

6 Position desired \_\_\_\_\_

**EMPLOYMENT HISTORY** (List most recent job first.)

Dates	Employer Name and Address	Position
7 _____	_____	_____
8 _____	_____	_____
9 _____	_____	_____

10 **Important:** Show your Social Security card at the time you present this application.

**A Read** the questions. Look at the job application. Circle the answers.

- Where do you write the job you want?
  - line 5
  - line 6
  - line 8
  - line 10
- Where do you write your job now?
  - line 5
  - line 7
  - line 8
  - line 9
- What do you show with your application?
  - a library card
  - a photograph
  - a driver's license
  - a Social Security card
- Where do you write your phone number?
  - line 4
  - line 5
  - line 8
  - line 9

**B Write.** Complete the form with your own information.

**C Talk** with a partner about your form.

My name is Mario Rivera. My address is 613 Apple Road, Los Angeles, California. I'm looking for a job. The job I want is construction worker.

## Lesson objectives

- Understand and complete a job application
- Learn new words to describe occupations
- Review unit vocabulary; introduce the project
- Complete the self-assessment

## Warm-up and review

- Before class. Write today's lesson focus on the board.  
*Lesson F:*  
*Read and fill out a job application*  
*Learn adjectives that describe occupations*  
*Complete the self-assessment*
- Begin class. Books closed. Ask Ss: *Have you ever applied for a job in the U.S.?* Elicit *Yes* or *No* responses. Ask Ss who say *Yes*: *What did you do to apply for the job?* If Ss don't know how to reply, write on the board: *fill out a job application.*
- Underline the words *job application* written on the board. Say the words aloud. Ask Ss to repeat. Ask: *What is this?* Elicit an appropriate response. If Ss don't know, focus Ss' attention on the job application (application for employment) on page 106.

## Presentation

- Books open. Hold up the Student's Book. Point to the job application in Exercise 1. Ask Ss: *What's this?* Elicit: *It's an application for employment or a job application.*
- Point to the top portion of the job application. Ask: *What information does this part of the application ask for?* Elicit: *Name, address, Social Security number, etc.*

### Teaching tip

It might be helpful to explain the terms *Social Security number* and *position desired*. Tell Ss that a Social Security number is a number issued by the government that you must have in order to get a job in the United States; *position desired* means the job you want to get by filling out the application form.

- Focus Ss' attention on the Employment History portion of the job application. Say: *This is where you write the jobs you've had in the past.*
- Hold up the Student's Book. Point to the most recent job. Say: *This is the last job that you've had.*
- Point to numbers 7–9 on the application form. Say: *This is where you describe other jobs that you've had. You list the last job first.* Write an example on the board of a past job, for example:  
*9/01–5/05    The Shoe Factory    Salesperson*
- Point to each part of the job description. Say: *These are the dates that I worked. This was the name and address of the employer. This was the name of my job.*

- Direct Ss' attention to Exercise 1A. Read the instructions aloud. This task helps prepare Ss for standardized-type tests they may have to take. Be sure Ss understand the task. Have Ss individually scan for and circle the answers.
- Check answers with the class. Write the numbers 1–4 on the board. Ask four Ss to write their answers on the board. Ask: *Are these answers correct?* Ask other Ss to correct any errors.
- Direct Ss attention to Exercise 1B. Read the instructions aloud.

### Teaching tip

Review writing dates and addresses. Remind Ss to write dates in the order of month, day, and year. Also remind Ss to write their street number, the street name, and then the apartment number on one line; they write the city, state, and zip code on the next line. Write examples on the board.

- Point out the example in number 2 on the application form. Tell Ss they should make up a Social Security number for the activity and that they can make up a phone number if they don't want to use their real telephone number.
- Ss complete the exercise individually. Walk around and help as needed.
- Direct Ss' attention to Exercise 1C and read the instructions aloud. Ask a S to read aloud the example.
- Ss in pairs. Walk around and listen to Ss' pronunciation. Write difficult words on the board. When Ss finish, say the words aloud. Ask Ss to repeat after you.
- Ask several Ss to tell the class about their forms.

### Expansion activity (individual work)

- Filling out different employment applications. Ask Ss to gather job applications from local businesses, or collect them yourself.
- Make copies for the class and have Ss work in groups to fill out the information. Discuss any unfamiliar terms.

## Presentation

- Focus Ss' attention on the pictures in Exercise **2A**. Hold up the Student's Book. Point to the first picture. Ask: *What does she do?* (She's a student.) Ask: *Where is she?* (She's at school.)
- Point to the second picture. Ask: *What does he do?* (He's an office worker.) Ask: *Where is he?* (He's at the office.)
- Point to the third picture. Ask: *What's her job?* (She's a painter.) Ask: *Where is she?* (She's in a house.)
- Read the instructions aloud.
- Ask three Ss to read aloud the questions.
- Ss complete the exercise in pairs.

### Teaching tip

If Ss are unfamiliar with the adjectives in this exercise, encourage them to look up the words in a dictionary.

## Practice

- Write on the board: *child-care worker*.
- Point to the words on the board. Ask: *Is this job easy or difficult?* Responses will vary. Ask: *Is it boring or fun?* Responses will vary. Ask: *Is it dangerous or safe?* Responses will vary.
- Read aloud the instructions for Exercise **2B**.
- Ss complete the chart in pairs. Help as needed.
- Write on the board: *opinions*. Point to the word. Say it. Ask Ss to repeat. Ask: *What does this word mean?* If Ss don't know, say: *Opinions are what people think. Not everyone agrees with other people's opinions.*
- Read aloud the second part of the instructions for Exercise **2B**. Ask three Ss to read the examples aloud.
- Ss complete the exercise in small groups. Help as needed.
- Ask each small group to choose one occupation. One person from each group will give his or her opinion and then say whether the group agrees or disagrees.

### Expansion activity (whole group)

- Opinion survey. Before class. Make a copy of the following grid for each S in your class.

Opinions	Agree	Disagree
Driving is fun.		
Homework for this class is easy.		
Cooking is fun.		
Using a computer is boring.		
Doing housework is boring.		

- In class. Give each S a copy of the grid. Say: *Stand up and walk around the class. Say the opinions to classmates. Ask them if they agree or disagree.*
- Model the activity. Ask a S to stand up. Say: *Driving is fun. Do you agree or disagree?* Put a check mark in the appropriate column to record the S's answer.
- When Ss have finished talking to their classmates, ask them to report their findings, for example: *Ten people think driving is fun. Twelve people think it is boring.* Ask several Ss to report their findings to the class.

### Learner persistence (whole group)

- Ask the class: *Do you think this class is easy or difficult?* If any Ss say that they find the class to be very difficult, talk to them after class. Find out where the problem areas are, and encourage Ss to work with another S or a tutor after class.

### More Ventures (whole group, pairs, individual)

Assign appropriate exercises from the *Teacher's Toolkit Audio CD / CD-ROM*, *Add Ventures*, or the *Workbook*.

## Application

### Community building

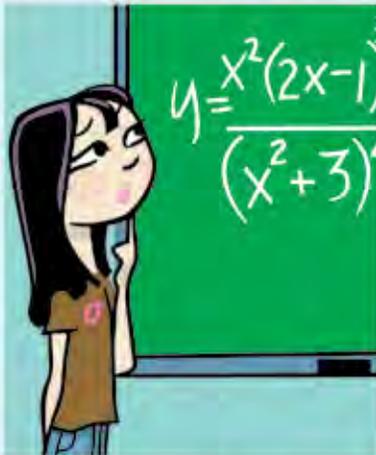
- **Project** Ask Ss to turn to page 139 in their Student's Book and complete the project for Unit 8.

## Evaluation

- Before asking Ss to turn to the self-assessment on page 144, do a quick review of the unit. Have Ss turn to Lesson A. Ask the class to call out what they remember about this lesson. Prompt Ss, if necessary, with questions, for example: *What are the conversations about on this page? What vocabulary is in the picture?* Continue in this manner to review each lesson quickly.
- **Self-assessment** Read the instructions for Exercise **3**. Ask Ss to turn to the self-assessment page and complete the unit self-assessment.
- If Ss are ready, administer the unit test on pages T-181–T-182 of this *Teacher's Edition* (or on the *Teacher's Toolkit Audio CD / CD-ROM*). The audio and audio scripts for the test are on the *Teacher's Toolkit Audio CD / CD-ROM*.

## 2 Fun with language

**A Work with a partner.** Talk about the pictures.



1. Is this **easy** or **difficult**?
2. Is this **boring** or **fun**?
3. Is this **dangerous** or **safe**?

**B Work with a partner.** Complete the chart. Use the words from Exercise A.

Occupation	Word to describe it
1. construction worker	<i>difficult</i>
2. salesperson	<i>(Answers will vary.)</i>
3. housewife	
4. cashier	
5. pharmacist	
6. waiter / waitress	
7. hairstylist	
8. (your job) _____	

**Work in a group.** Talk about your opinions. Do you agree with your classmates? Why? Why not?

I think a construction worker has a difficult job.

I think a construction worker has a dangerous job.

I agree. I think it's a dangerous job.

## 3 Wrap up

Complete the **Self-assessment** on page 144.

# Ventures<sup>1</sup>

## Teacher's Toolkit CD-ROM

Teachers are given hundreds of additional classroom materials on the CD-ROM in the back of the Teacher's Edition.

### This CD-ROM offers:

#### Picture Dictionary Cards

As shown on page 27, Picture Dictionary cards replicate, in larger form, the visuals for each vocabulary item from the Picture Dictionary pages in the Student's Book. Teachers use these for warm-up, review, and games.

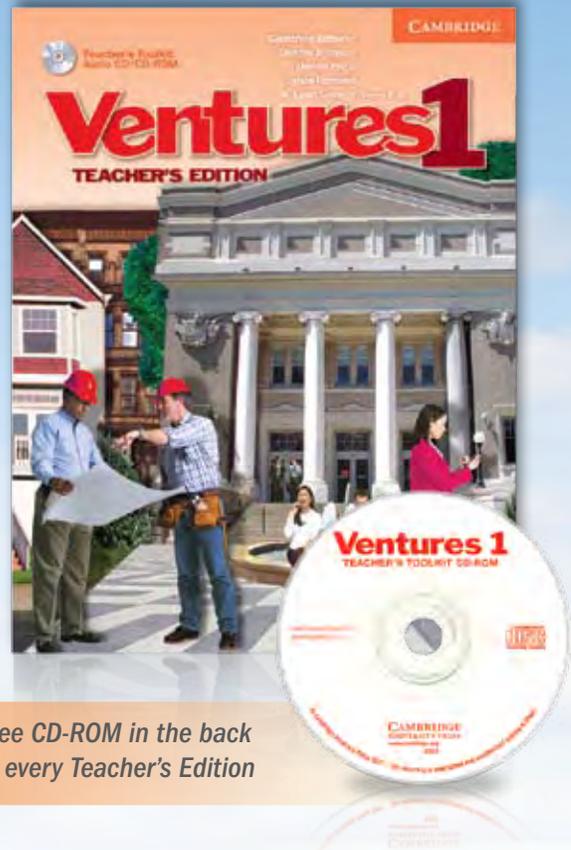
As shown on page 28, each unit has a worksheet for practicing the Picture Dictionary Vocabulary.

#### Collaborative Activities

As shown on pages 29–30, each lesson has a collaborative worksheet that encourages pair and group work. The 10 activity types include: conversation cards, find the differences, student interviews, and partner dictation.

### This CD-ROM also includes:

- Unit, midterm, and final tests
- Audio for tests
- Forms for document literacy
- Self-assessment pages
- Reproducible, collaborative learning activity sheets



### Try it out!

#### Picture Dictionary cards

See page 27 for more information on how to download full-size versions of the Picture Dictionary cards. Use these together with the worksheet on page 28 for additional vocabulary practice.

#### Collaborative Activities

The collaborative learning activities from the Teacher's Toolkit CD-ROM are an excellent opportunity for cooperative learning and community building within the classroom.

To try them out, make copies of pages 29 and 30. Divide the class into pairs, assign one student the role of Student A, and the other, Student B.



# Picture Dictionary Cards



**Cards shown are reduced. Actual size is 8.5" x 11"**

For full-size versions of these cards, visit our Web site at

[www.cambridge.org/ventures](http://www.cambridge.org/ventures)

# UNIT 8 Work

**A** Write the words.

custodian    dental assistant    hairstylist    pharmacist

1. p h a r m a c i s t
2. \_\_\_\_\_ s t
3. \_\_\_\_\_ s t
4. \_\_\_\_\_ s t

**B** Who says it? Match the words with the person who says them.

- |   |       |                  |
|---|-------|------------------|
| 1. Open your mouth.                     | _____ | custodian        |
| 2. Do you want it cut short?            | _____ | dental assistant |
| 3. Here's your medicine.                | _____ | housekeeper      |
| 4. Here are your clean towels.          | _____ | hairstylist      |
| 5. Be careful. I just washed the floor. | _____ | pharmacist       |

**C** Find the words.

custodian    factory worker    housekeeper  
dental assistant    hairstylist    pharmacist

k	e	e	p	e	p	h	a	r	m	a	c	i	s	t
s	t	y	l	i	s	a	o	r	k	h	b	l	m	n
i	s	t	p	r	u	i	x	c	r	o	m	b	l	e
t	h	e	c	s	e	r	w	o	r	u	d	s	a	r
e	h	i	u	d	d	s	e	n	i	s	n	t	h	i
s	p	u	s	z	l	t	e	c	a	e	n	y	o	u
f	a	c	t	o	r	y	w	o	r	k	e	r	u	s
i	t	h	o	e	s	l	e	a	r	e	o	c	c	u
n	p	a	d	t	i	i	o	n	s	e	m	y	n	m
d	a	m	i	e	i	s	k	a	t	p	h	y	o	l
t	s	o	a	n	a	t	n	d	i	e	m	a	d	e
h	t	h	n	e	s	e	p	a	g	r	e	s	f	o
e	r	c	a	m	b	r	i	d	g	e	p	r	e	s
d	e	n	t	a	l	a	s	s	i	s	t	a	n	t

Lesson **A** *Get ready*

**Find the differences**

**Student A**

**A** Work with Student B. Look at the pictures. Circle the differences.



**B** Work with Student B. Talk about the differences.

Lesson **A** *Get ready*

**Find the differences**

**Student B**

**A** Work with Student A. Look at the pictures. Circle the differences.



**B** Work with Student A. Talk about the differences.

# Ventures<sup>1</sup>

## Workbook

The *Ventures* Workbook supports the Student's Book with two pages of written practice and reinforcement exercises for each lesson. As shown on pages 32 to 33, the Workbook contains document literacy exercises as well as skill-building through reading, writing, and grammar. In addition, the Workbook offers students engaging puzzles and word searches.

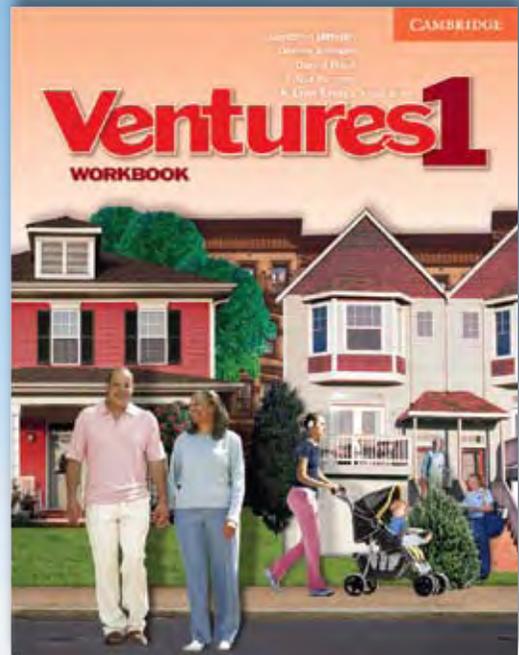
The Workbook is an excellent tool in or outside the classroom. *Ventures* breaks the mold by offering students both grammar charts and answer keys in the back of the Workbook. Allowing students to work on their own outside of class promotes independent learning and improves learner persistence.

### Workbooks Basic Level

The Basic level offers teachers a choice of two workbooks – one at the Basic level as well as one at the Literacy level.

The Basic Level Workbook uses the approach as outlined above. However, the Literacy Workbook provides additional support by offering reading and writing readiness activities targeted specifically to literacy learners who need practice with the Roman alphabet. The sequencing is based on the frequency of letter strokes. It begins with capital letters and then moves to lower case.

To see a comparison of the two workbooks, see pages 34-37.



### Try it out!

Once you've had a chance to try out the Student's Book pages in the classroom, these Workbook sample pages will give you an excellent opportunity to expand upon the lessons you've just taught.

Photocopy pages 32 to 33 and provide those pages to your students for extra practice.

For the Basic Level, to see a comparison between the two workbooks, see pages 34-37.

To see pages from an entire workbook unit, visit our Web site at [www.cambridge.org/ventures](http://www.cambridge.org/ventures). Downloadable pages are also available to try out with your students.



# Get ready

**1** Unscramble the letters. Write the words.

- |           |               |                      |       |
|-----------|---------------|----------------------|-------|
| 1. yobusb | <u>busboy</u> | 5. aitressw          | _____ |
| 2. koco   | _____         | 6. torcod            | _____ |
| 3. senur  | _____         | 7. sngiunr natsissta | _____ |
| 4. eraiwt | _____         | 8. shcaier           | _____ |

**2** Where do people work? Use the words from Exercise 1.

- |               |               |       |
|---------------|---------------|-------|
| 1. restaurant | <u>busboy</u> | _____ |
|               | _____         | _____ |
| 2. hospital   | _____         | _____ |

**3** Match the occupations with the tools and equipment.



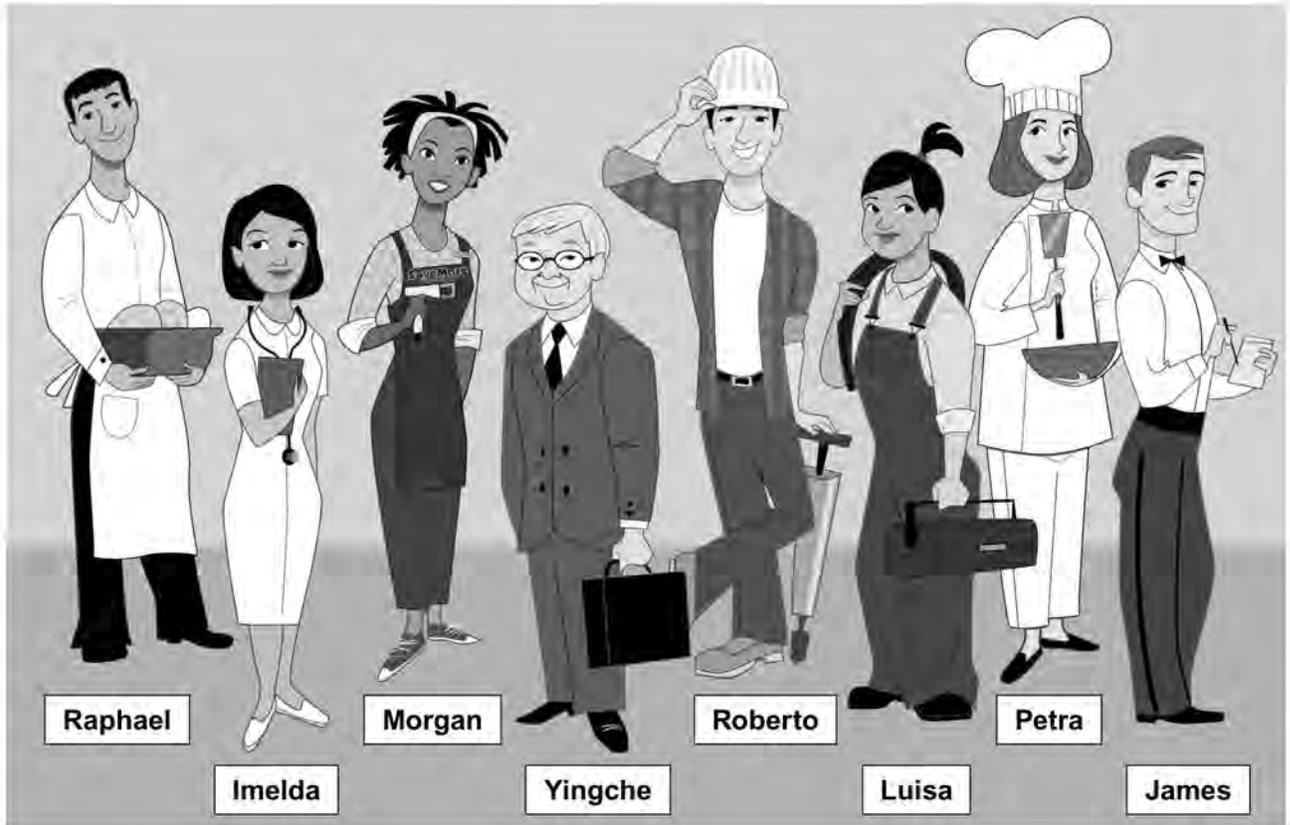
1. busboy
2. cashier
3. construction worker
4. cook
5. doctor
6. electrician
7. office worker
8. truck driver



Check your answers. See page 136.

4 Look at the picture. Write sentences. Use *He's* and *She's* and the words in the box.

busboy	construction worker	electrician	office worker
cashier	cook	nurse	waiter



1. Raphael     He's a busboy.
2. Imelda     \_\_\_\_\_
3. Morgan     \_\_\_\_\_
4. Yingche    \_\_\_\_\_
5. Roberto    \_\_\_\_\_
6. Luisa        \_\_\_\_\_
7. Petra        \_\_\_\_\_
8. James       \_\_\_\_\_

Check your answers. See page 136.

# C Where's my pencil?

1 Look at the picture. Match. Write the letter.



- |                    |                    |
|--------------------|--------------------|
| 1. <u>c</u> pencil | a. on the desk     |
| 2. ___ eraser      | b. on the floor    |
| 3. ___ paper       | c. in the desk     |
| 4. ___ dictionary  | d. on the chair    |
| 5. ___ notebook    | e. on the notebook |

2 Look at the picture in Exercise 1. Write *In* or *On*.

- |                           |           |               |
|---------------------------|-----------|---------------|
| 1. Where's my pencil?     | <u>in</u> | the desk.     |
| 2. Where's my notebook?   | _____     | the chair.    |
| 3. Where's my dictionary? | _____     | the floor.    |
| 4. Where's my paper?      | _____     | the desk.     |
| 5. Where's my eraser?     | _____     | the notebook. |

Check your answers. See page 131.

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



1. **A** Where's my dictionary?

**B** On the desk

2. **A** Where's my pencil?

**B** \_\_\_\_\_

3. **A** Where's my eraser?

**B** \_\_\_\_\_

4. **A** Where's my paper?

**B** \_\_\_\_\_

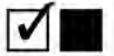
5. **A** Where's my notebook?

**B** \_\_\_\_\_

6. **A** Where's my ruler?

**B** \_\_\_\_\_

Check your answers. See page 131.

**Where's my pencil?****CIRCLE THE SAME.** D (D) (D) B P (D)

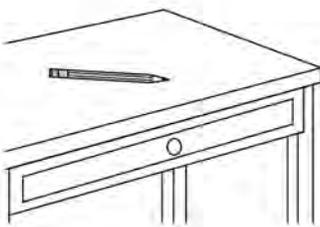
D D D B P D

B D P B P B

**READ. TRACE. COPY.**

D | D D

B | P B B

**TRACE. READ.**

ON THE DESK



IN THE BOOK

**Trace. Read.**

IN in

ON on

DESK desk

BOOK book

**Read. Trace. Circle the same.** on on on on son

on on on on son

in in tin in in

desk desk rest desk desk

book book book hook book

**Read. Trace. Copy.**

on the desk on the desk

in the book in the book

in the desk in the desk

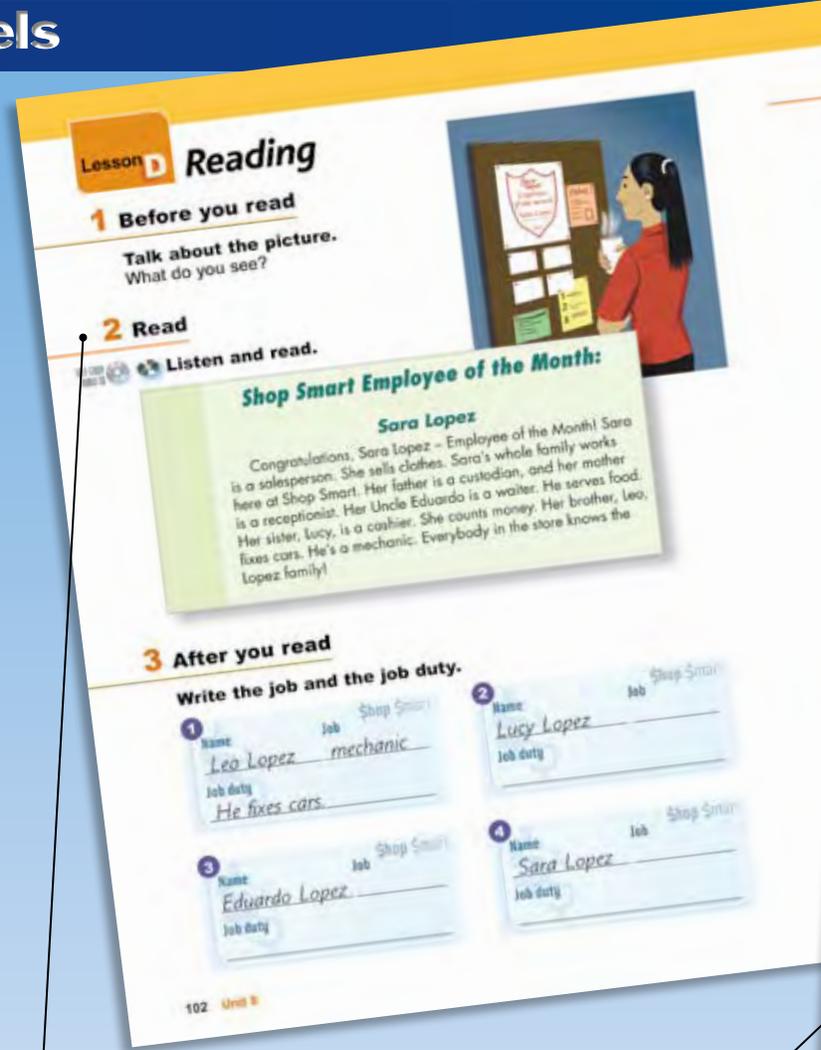
# Student's Book

## Reading Across All Levels

The lessons featured on the following pages illustrate how students develop reading skills and expand vocabulary at each level. These examples show how the work topic is taught in each book. As the levels progress, exercises and readings become more challenging in order to boost critical thinking and comprehension.

### Scope and sequence

UNIT TITLE TOPIC	READING
<b>Basic Level, Unit 8</b> <b>Work</b> pages 96–107 Topic: Jobs and skills	<ul style="list-style-type: none"> <li>• Reading an article about the employee of the month</li> <li>• Reading a letter about people's jobs</li> </ul>
<b>Level 1, Unit 8</b> <b>Work</b> pages 96–107 Topic: Jobs and skills	<ul style="list-style-type: none"> <li>• Reading a letter describing a person's job and work history</li> <li>• Interpreting narrative time through verb tense</li> </ul>
<b>Level 2, Unit 8</b> <b>Work</b> pages 96–107 Topic: Work history and job skills	<ul style="list-style-type: none"> <li>• Reading a letter of recommendation</li> <li>• Scanning text for names and dates</li> </ul>
<b>Level 3, Unit 8</b> <b>Work</b> pages 96–107 Topic: Finding a job	<ul style="list-style-type: none"> <li>• Reading a blog about a job search</li> <li>• Scanning for specific information</li> </ul>
<b>Level 4, Unit 8</b> <b>Work</b> pages 96–107 Topic: Success at work	<ul style="list-style-type: none"> <li>• Reading an article about hard and soft job skills</li> <li>• Reading a cover letter to apply for a job</li> <li>• Recognizing that quotations can explain or support a main idea</li> </ul>



### Basic Level, Lesson D: Reading

At the lower levels, “Before you read” builds students’ background knowledge with simple comprehension questions.

Starting at level 1, the “Read” section includes a “Reading tip” to help students become active readers.

The “After you read” section builds comprehension skills.



# Beginning Levels



Basic and Ventures 1 and 2 all use a picture dictionary to build vocabulary.

### 4 Picture dictionary Jobs

1 bus driver

2 housewife

3 painter

4 plumber

5 teacher's aide

6 truck driver

and repeat. Look at the picture dictionary.

## Lesson D Reading

### 1 Before you read

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

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

### 2 Read

**Listen and read.**

Dear Ms. Carter:

I am writing this letter to recommend my student Mai Linh Lam. Mai Linh was a teacher in Vietnam. She is looking for a new job in the United States. She is a certified nursing assistant now. She volunteers in a nursing home Monday through Friday from 8:30 to 4:30. She takes care of senior citizens. Mai has many good work skills. She can write reports. She can help elderly people move around and sit down. She can help them eat. She can also speak English and Vietnamese. These skills are useful in her job, and she is very good at her work.

Sincerely,  
Elaine Maxwell

Valley Adult School

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

**Culture note**  
 For some jobs, you need a certificate. You have to take a test to get the certificate. I'm certified means I have a certificate.

### 3 After you read

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

- Mai Linh is looking for a job in Vietnam. Yes  No
- She volunteers in a hospital. Yes  No
- She can write reports. Yes  No
- She finishes work at 8:30. Yes  No
- She is good at her job. Yes  No

**Write.** Correct the sentences.

- Mai Linh is looking for a job in the United States.

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

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

### 4 Picture dictionary Occupations

1. housekeeper

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

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

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

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

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

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

custodian	factory worker	housekeeper
dental assistant	hairstylist	pharmacist

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

1. a beauty salon	3. a factory	5. an office building
2. a dental office	4. a hotel	6. a drugstore

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

What's her occupation? She's a housekeeper

Where does she work? She works in a hotel

# Student's Book

## Reading Across All Levels

**Lesson D Reading**

**1 Before you read**

Look at the picture. Answer the questions.

- Who are these people?
- What are they doing?

**2 Read**

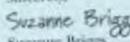
Read the letter of recommendation. Listen and read again.

**Valley Hospital**

Dear Mr. O'Hara:

I am happy to write this letter of recommendation for Marco Alba. Marco started working at Valley Hospital as an orderly in 2003. He takes patients from their rooms to the lab, delivers X-rays, and takes flowers and mail to patients. He also delivers linens and supplies. He is an excellent worker, and his coworkers like him very much.

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

Sincerely,  
  
 Suzanne Briggs  
 Human Resources Assistant

Look through the text quickly for specific information, like names and dates.  
 Marco Alba 2003

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

**3 After you read**

Write. Answer the questions about Marco.

- When did Marco start his job at Valley Hospital? He started his job in 2003.
- What does he do there? \_\_\_\_\_
- Why is Marco leaving? \_\_\_\_\_
- Who wrote the letter? \_\_\_\_\_

102 Unit 8

### Level 2, Lesson D: Reading

As students progress to the intermediate levels, reading tasks build critical thinking skills.

Each lesson features integrated skills, focusing not only on reading, but also listening, speaking, grammar, and writing.

**4 Picture dictionary Job duties**



- repair cars
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

assist the dentist    help the nurses    pump gas

**Lesson D Reading**

**1 Before you read**

Talk with your classmates. Answer the questions.

- How many dates are in the reading? What are they?
- What is the reading about?
- What is a blog? Have you ever seen one?

**2 Read**

Read the blog. Listen and read again.

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

**Eden's Blog**

**Monday 9/15**  
 Hello fellow job searchers! I have been looking for a job for several weeks. Everyone tells me that it's critical to network, so I've been telling everyone I know. I've been calling friends, relatives, and teachers to tell them about my job search. I hope I'll get a job interview!

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

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

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

**Monday 9/29**  
 I had my interview today! I gave the interviewer a big smile and a firm handshake. I answered her questions with confidence. I'll let you know if I get the job. If you have any good job-searching tips, please share them with me!

102 Unit 8

### Level 3, Lesson D: Reading



# Beginning-Intermediate Levels

## Lesson D Reading

### 1 Before you read

- Talk** with your classmates. Answer the questions.
1. What are some skills, such as following directions, that are necessary for most jobs?
  2. What special skills do you have?

### 2 Read

**Read** the magazine article. Listen and read again.

## Hard and Soft Job Skills

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

Som has the two kinds of skills that are necessary to be successful and move up in his career: soft skills and hard skills. Soft skills are personal and social skills. Som gets along with his co-workers. He has a strong work ethic; in five years, he has never been late or absent from work. Customers trust him. Hard skills, on the other hand, are the technical skills a person needs to do a job. Som can repair cars, trucks, and motorcycles. He learned from his father, who was also a



mechanic. Then he took classes and got a certificate as an auto technician.

Soft and hard skills are equally important, but hard skills are easier to teach and assess than soft skills. People can learn how to use a machine and then take a test on their knowledge. However, it's harder to teach people how to be cooperative and have a good work ethic.

George Griffith, the owner of George's Auto Repair, explains, "I've been working in this business for over 30 years, and most of the time when I've needed to fire someone, it was because of weak people skills, not because they didn't have technical abilities." Soft skills and good technical knowledge are a winning combination, and today, Som Sarawong was the winner.

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

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

### 3 After you read

#### A Check your understanding.

1. According to Som Sarawong's boss, why did Som get the Employee of the Year award?
2. What's the difference between a soft skill and a hard skill? Give examples.
3. Which example shows that Som has a good work ethic?
4. Why is it easier to teach hard skills than soft skills?
5. According to what George Griffith says, do more workers lose their jobs because of weak soft skills or weak hard skills?
6. Do you agree with George Griffith? Why or why not?

#### B Build your vocabulary.

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

Prefixes and roots	Example from reading	Meaning of word	Meaning of prefix or root
1. re-	repair-	to fix what is torn or broken	again
2. co-			
3. auto			
4. tech			
5. super			
6. mot			
7. equ			

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

#### C Talk with a partner.

1. What is something that you can do superbly?
2. What are some examples of technical skills?
3. What is a hobby or profession that requires good technical skills?
4. Are you good at repairing things? What can you repair?

102 Unit 8

3. Wednesday 9/24 \_\_\_\_\_
  4. Thursday 9/25 \_\_\_\_\_
  5. Monday 9/29 \_\_\_\_\_
- d. She's been telling everyone \_\_\_\_\_  
e. She went to a job fair.

#### B Check your understanding.

1. Who wrote the blog?
2. How long has she been looking for a job?
3. Who did she network with?
4. How did she get a job interview?
5. How did she practice for the interview?

**Culture note**  
Blog comes from the words Web log. Readers, or visitors, can write comments or just read.

#### C Build your vocabulary.

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

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

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

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

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

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

Work 103

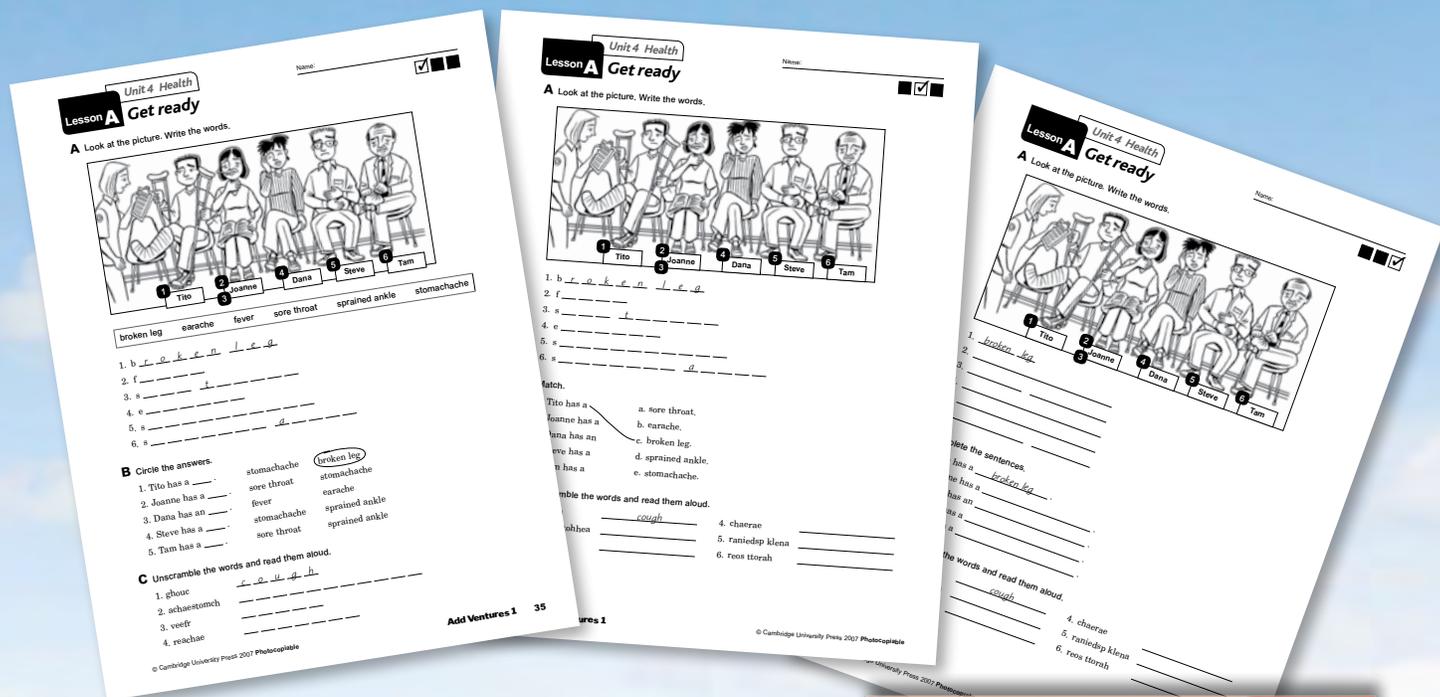
## Level 4, Lesson D: Reading

High-interest readings relate to students' daily lives.

At the highest levels, students build their vocabulary by using learner dictionaries.

# Ventures 1

## Add Ventures



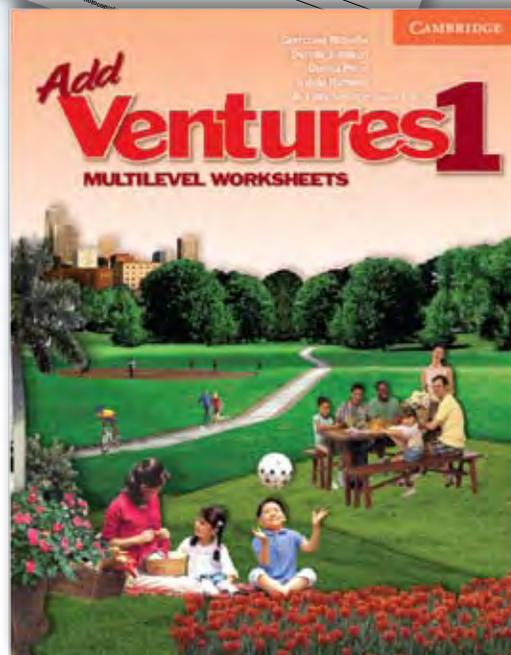
### Add Ventures for the Multilevel Classroom

Add Ventures is an innovative, flexible tool that is redefining the teaching of multilevel classrooms. These easy-to-use worksheets enable students of up to three different levels to practice at the same time. Once students are finished with their worksheets, you can check all the answers at once – no matter which worksheet they used. The answer key is identical for all three worksheets.

#### Try it out!

For additional multilevel support in the classroom, try out Add Ventures with your students:

- Prepare copies of the Add Ventures worksheets provided. These samples can be found on pages 43 to 45.
- NOTE: the boxes in the upper right-hand corner indicate the level of the worksheet:
  - = below level of textbook
  - = at level
  - = above level
- Give each of your students the appropriate worksheet for his or her level. Students can work alone, in groups of the same level, or in mixed-ability groups.



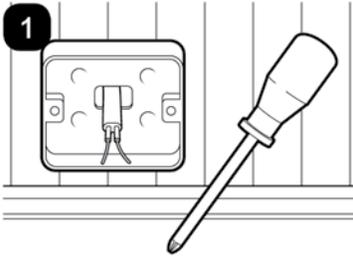
# Ventures

**Lesson A** Get ready

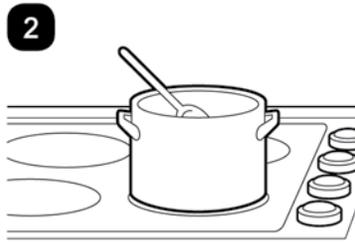


**A** Look at the pictures. Write the words.

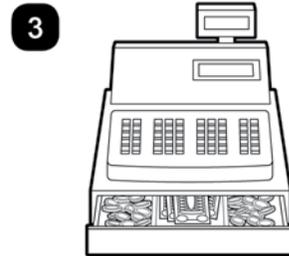
cashier    cook    doctor    electrician    nurse    truck driver



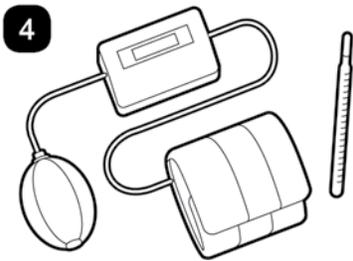
*e l e c t r i c i a n*



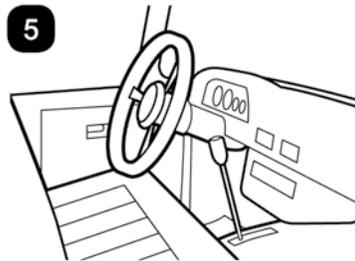
c \_ \_ \_ k



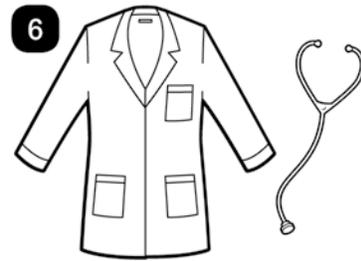
c \_ \_ \_ \_ \_ r



n \_ \_ \_ \_ e

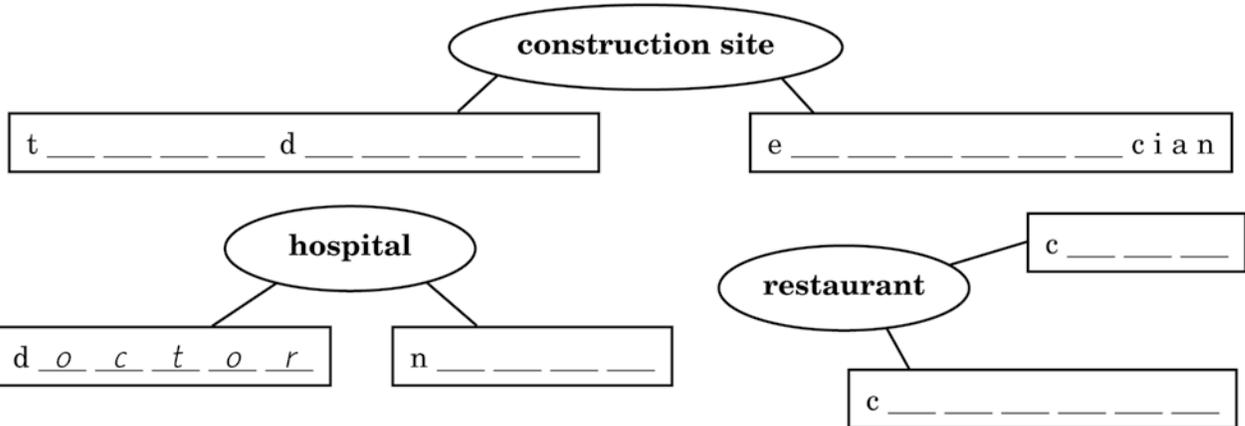


t \_ \_ \_ \_ k  
d \_ \_ \_ \_ r



d \_ \_ \_ \_ r

**B** Complete the word maps. Use the words from Exercise A.



**C** Write three more jobs.

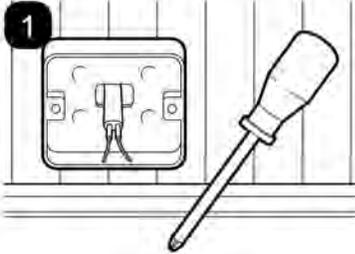
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Lesson A** *Get ready*

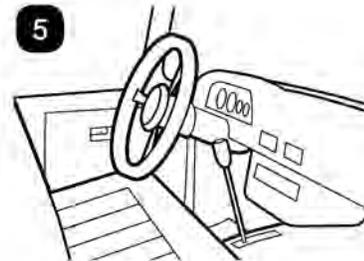
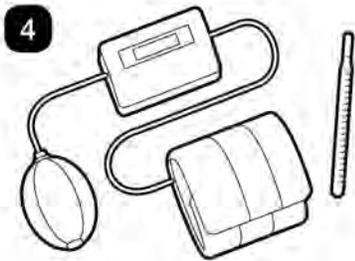
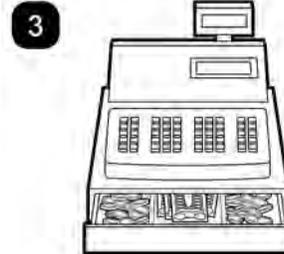
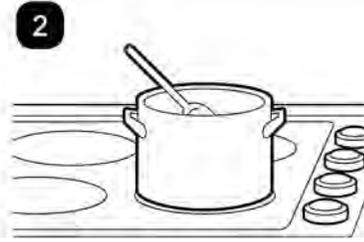


**A** Look at the pictures. Write the words.

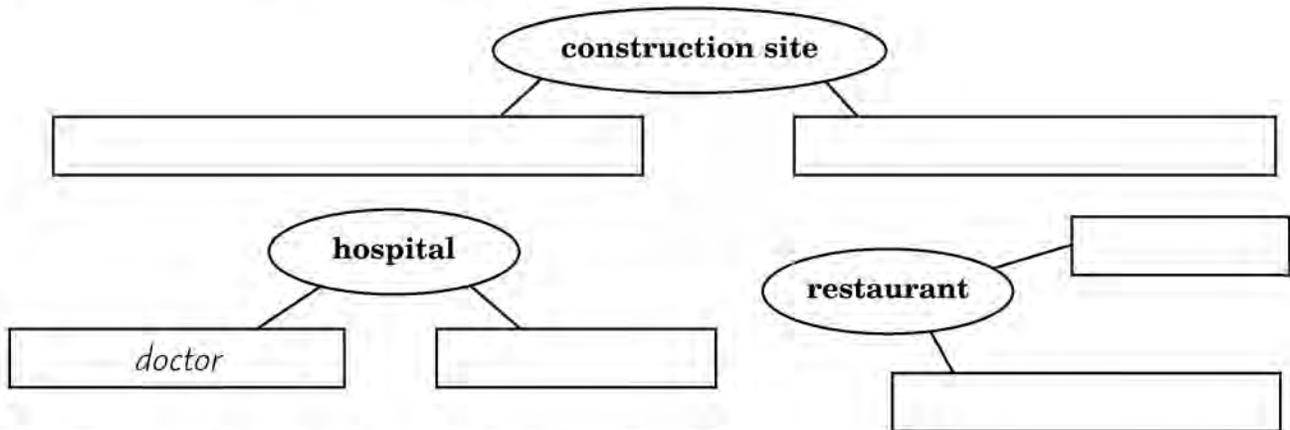
cashier    cook    doctor    electrician    nurse    truck driver



*electrician*



**B** Complete the word maps. Use the words from Exercise A.



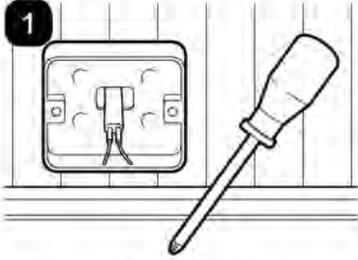
**C** Write two more restaurant, hospital, or building-site jobs.

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

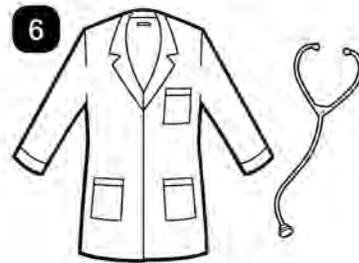
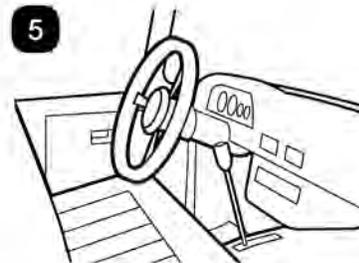
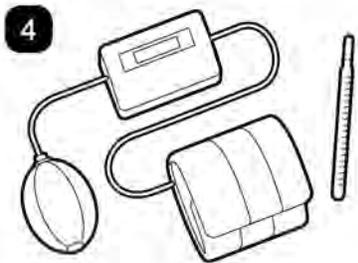
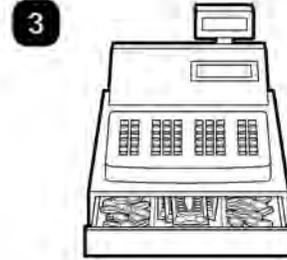
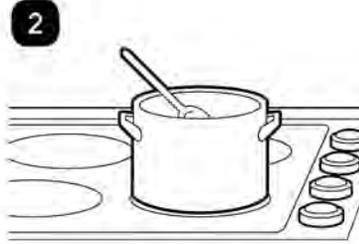
**Lesson A** *Get ready*



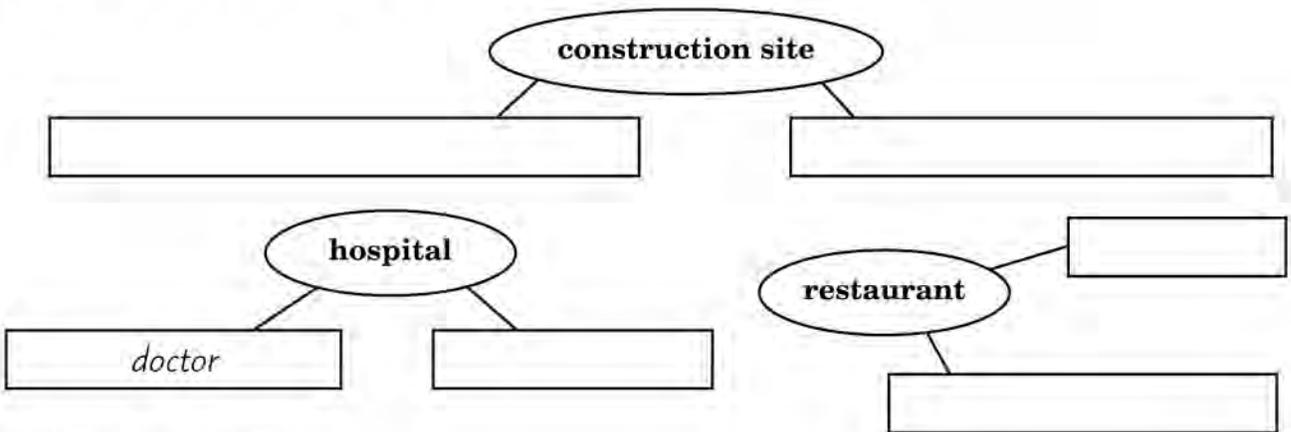
**A** Look at the pictures. Write the jobs.



*electrician*



**B** Complete the word maps. Use the words from Exercise A.



**C** Write six more jobs.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



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# Ventures

## Technology Resources

### For Students:

**new!**

#### Ventures Arcade

The *Ventures Arcade* is a free self-study Web site offering self-scoring activities for each unit of every level of *Ventures*. Dynamic activities help students practice listening, vocabulary, grammar, and reading skills in a fun multimedia environment. Self-study MP3's are also available as downloads from the Arcade.

[www.cambridge.org/venturesarcade](http://www.cambridge.org/venturesarcade)



### For Teachers:

**new!**

#### Placement Test:

This test is designed to place students into the appropriate level of *Ventures*, using 40 multiple-choice reading and grammar-recognition questions.

[www.cambridge.org/venturesplacement](http://www.cambridge.org/venturesplacement)

**new!**

#### TestCrafter:

Create, edit, and print your own tests for any level of *Ventures* with this easy-to-use software. You can also upload the test onto the Internet for students to take on their own computers.

#### Teacher's Toolkit CD-ROM:

Hundreds of additional classroom materials are included on the CD-ROM. See page 26 for more information.

#### Ventures Community:

The *Ventures Community* is a Web-based resource providing a forum for educators to come together and discuss issues unique to them as adult ed teachers.

Benefits of membership include:

- Ideas, activities, and other classroom resources
- Resources from Cambridge's renowned library of books for language teachers
- Insightful articles from *Ventures* authors and other experts in the field
- An e-newsletter for ESL adult educators
- Invitations to *Ventures* events and adult education conferences

Become a member of the *Ventures Community*, today!

Join us at: [www.cambridge.org/venturescommunity](http://www.cambridge.org/venturescommunity)

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