

CAMBRIDGE

PREVIEW

3rd Edition
Ventures
STUDENT'S BOOK

4



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Experience
Better
Learning

UNIT 8 WORK

Lesson A Listening

1 Before you listen

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



UNIT GOALS

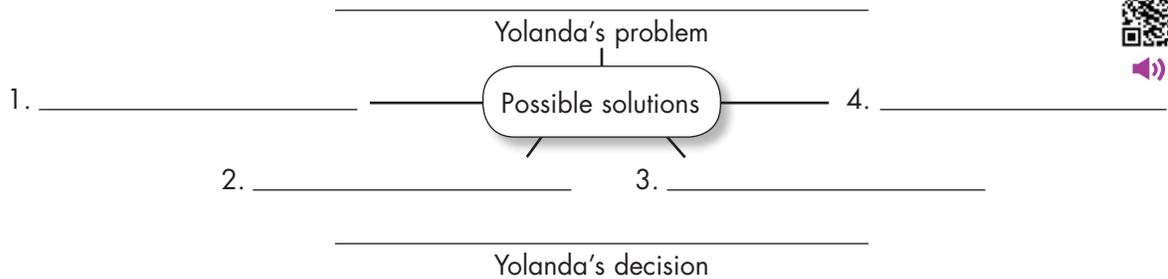
Identify problems at work and school **Describe** hard and soft skills
Provide solutions and identify consequences to those solutions

2 Listen

A Listen and answer the questions.

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

B Listen again. Complete the diagram.



3 After you listen

A Read. Complete the story.

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

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

Listen and check your answers.

B Discuss. Talk with your classmates.



Lesson B Verb tense contrast

1 Grammar focus: present perfect and present perfect continuous

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

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



PRESENT PERFECT (RECENTLY FINISHED ACTION)

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

PRESENT PERFECT CONTINUOUS (CONTINUING ACTION)

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

2 Practice

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

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

Listen and check your answers.



CD2, Track 17

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

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

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

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

Write sentences about Yolanda's schedule.

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

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

3 Communicate

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



A Natalia, pretend it's 10:30 a.m.

B OK, it's 10:30 a.m. I've been working for two hours. I've just read my email.

- B Share** information about your partner.

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



Lesson C Participles as adjectives

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

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

-ed ADJECTIVES

I'm **tired** of this job.

He's **interested** in this task.

They're **disappointed** about their grades.

-ing ADJECTIVES

This is a **tiring** job.

This is an **interesting** task.

These are **disappointing** grades.

This job is **tiring**.

This task is **interesting**.

These grades are **disappointing**.



2 Practice

A Write. Circle the correct adjective.

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

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



CD2, Track 18

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

The man is excited.

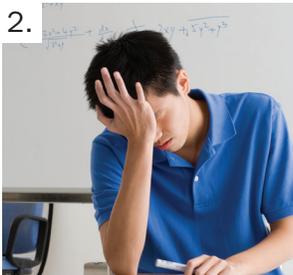
Getting an award is exciting.

Positive

amusing amused
exciting excited
interesting interested
relaxing relaxed

Negative

annoying annoyed
boring bored
frightening frightened
frustrating frustrated



Write two sentences about each picture.

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

3 Communicate

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



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

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

B Share information about your classmates.

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.



CD2, Track 19

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.

3 After you read

A Check your understanding.

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

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

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

B Build your vocabulary.

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

Prefixes	Example from reading	Meaning of word	Meaning of prefix
1. re-	<i>repair</i>	<i>to fix what is torn or broken</i>	<i>again</i>
2. co-			
3. auto-			
Roots			Meaning of root
4. tech			
5. super			
6. 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. What are two hard skills and two soft skills that you have?

For college and career readiness practice, see pages 158–160.

Lesson E Writing

1 Before you write

A Talk with a partner. Answer the questions.

1. What is a cover letter? What information does it include?
2. Have you ever written a cover letter? Tell your partner about your experience.
3. Today, most people write email cover letters. Why do you think this is true?

B Read the cover letter.

New Message

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

Dear Ms. Stevens:

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

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

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

Sincerely,
Ester Yitbarek

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

OBJECTIVE: To obtain a position as Teacher's Assistant

SUMMARY OF QUALIFICATIONS

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

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

D Work with a partner. Answer the questions.

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



In the body of a cover letter, include:

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

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

Paragraph 1:

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

Paragraph 2:

3. Your skills and experience: _____

Paragraph 3:

4. How the employer can contact you: _____

2 Write

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

3 After you write

A Check your writing.

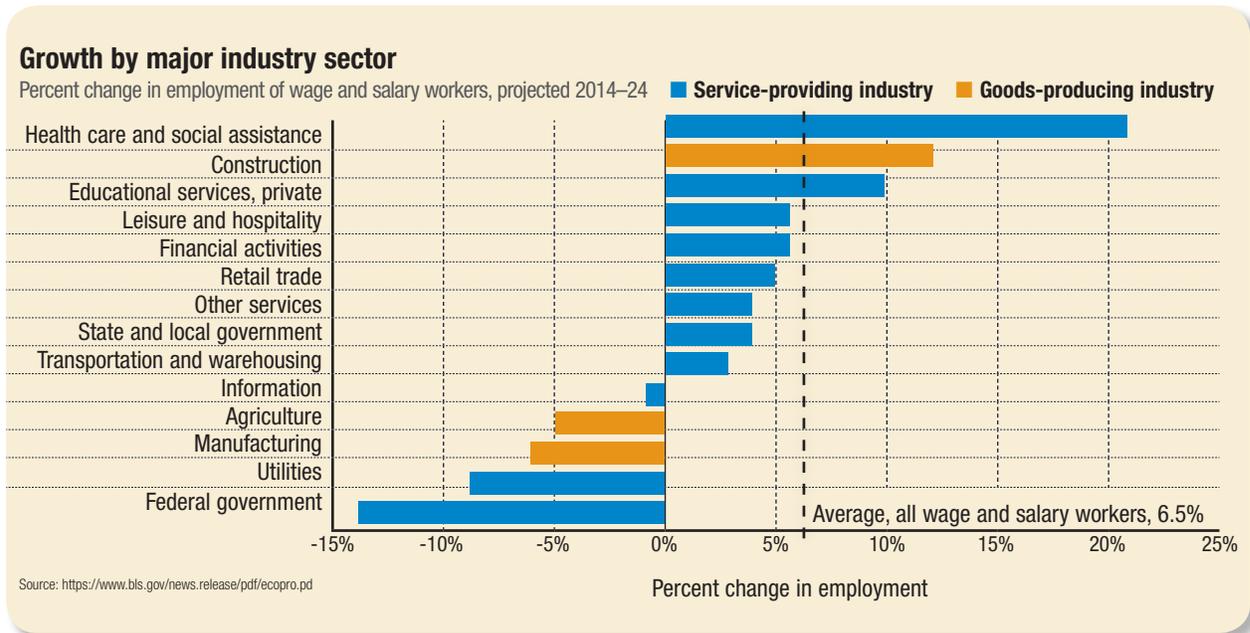
	Yes	No
1. My first sentence says the title of the job I am applying for.	<input type="checkbox"/>	<input type="checkbox"/>
2. I included how I found out about the job.	<input type="checkbox"/>	<input type="checkbox"/>
3. I gave two or more examples of my skills and experience.	<input type="checkbox"/>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

B Share your writing with a partner.

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

Lesson F Another view

1 Life-skills reading



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

- Which service-providing industry will most likely have the largest increase in employment?
 A Construction
 B Federal government
 C Health care and social assistance
 D Manufacturing
- What percent of job growth will there be for teachers?
 A 5
 B 10
 C 15
 D 20
- What is *not* true about manufacturing?
 A It's a goods-producing industry.
 B A large decrease in the percentage of change in employment is expected.
 C It will lose more jobs than Agriculture.
 D It will decrease by more than 5% by 2024.
- According to the chart, which of the major industries listed below project the least growth from 2014–2024?
 A Agriculture
 B Federal government
 C Leisure and hospitality
 D none of the above

B Solve the problem. Give your opinion.

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

2 Grammar connections: polite requests and offers

Polite requests ask someone to do something to help you. To make a polite request, use *Could you*, *Would you* or *Can you* with the base form of the verb. You can also use *Would you mind* with the gerund (verb + *-ing*) form of the verb.

Polite offers say you can do something to help someone. To make a polite offer, use *Could I*, *Can I*, *May I* or *Let me* with the base form of the verb.



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

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

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



A Could you help me with this box?
B Sure.

A Let me move those books out of your way.
B Thanks! That'd be great!



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

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



A It's dark in here. Would you mind helping me find my seat?
B I'd be glad to. Follow me.
A OK, thanks.

REVIEW

1 Listening

Listen. Take notes on a class lecture.

Job skills for an electronics store	Job skills for a restaurant
1. <i>good communication skills</i>	4.
2.	5.
3.	6.



CD2, Track 20

Talk with a partner. Check your answers.

2 Grammar

A Write. Complete the story.

Joanie's Problem

Joanie is at the electronics store. She has been talking with a clerk in customer service for the past 15 minutes. She wants to return a scanner. He told her she could exchange the scanner. However, Joanie has looked at scanners for several months, and she still hasn't found another one she likes. She wants a refund. The clerk has just called his manager this minute to see if Joanie can get a refund, but the manager is not in his office. This situation is very frustrating for Joanie. She's tiring and wants to go home.

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

- | | |
|---|--|
| 1. A _____ | 3. A _____ |
| B Joanie wants to return <u>her scanner</u> . | B <u>The customer-service clerk</u> says that she can exchange the scanner. |
| 2. A _____ | 4. A _____ |
| B Joanie has been talking to the clerk <u>for 15 minutes</u> . | B Joanie went to the store <u>on Saturday afternoon</u> . |

Talk with a partner. Ask and answer the questions.

3 Pronunciation: stressing function words

Normally, function words such as pronouns, prepositions, conjunctions, articles, to be verbs, and auxiliary verbs are not stressed. However, when strong feelings or disagreements are expressed, function words can receive strong stress.



CD2, Track 21

A Listen to the stressed function words in each conversation.

- A** Is the camera defective?
B It's defective and too small!
- A** Don't you usually finish at 5:00?
B I do usually finish at 5:00, but not today.
- A** Why aren't you applying for that job?
B I am. I'll go there tomorrow
- A** I don't trust the man who sold you this car.
B Well, I do! It's my decision, not yours.
- A** Is he excited about his new job?
B No, but his wife is.
- A** Did you put the returned merchandise on my desk?
B No, I put it in your desk.

Listen again and repeat. Stress the underlined function words.

B Listen and repeat. Then underline the stressed function words.

- A** I'd like to exchange this sweater.
B Why?
A It's too big, and it has a hole.
- A** You can't leave early again!
B Yes, I can and I will.
- A** Why don't you clean the counters?
B Why don't you?
- A** Let's talk about a raise after you've worked here for six months.
B Can we talk before six months?



CD2, Track 22

Talk with a partner. Compare your answers.

C Talk with a partner. Practice the conversations. Pay attention to the stressed function words.

- A** We don't give refunds or exchanges on watches.
B My warranty says you can if the merchandise is defective.
A So, is it defective?
B Yes, it is.
A Then I can give you a refund.
- A** Who just mopped the floors, you or Kevin?
B I did. And I cleaned the tables.
A Good work. I do enjoy seeing a clean bakery.
A And I love working here.

D Write two new conversations using stressed function words. Practice with a partner.

*A Does Karen need more help?
 B No, but I do.*