The most complete course for student success
Aligned with the National Reporting System (NRS), English Language Proficiency (ELP) and College and Career Readiness (CCR) standards, Ventures helps students develop the skills needed to be college and career ready, and function successfully in their community.

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Comprehensive Curriculum: Each lesson is designed to teach the relevant language students need to meet the expectations of the standards. The CCR section focuses on informative texts to bring text complexity into the classroom and expand students’ reading and critical thinking skills.

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Presentation Plus has all the resources needed in one place, to digitally transform Ventures into a truly interactive classroom.

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Donna Price  •  Sylvia Ramirez
K. Lynn Savage (Series Editor)
UNIT 8  WORK

Lesson A  Listening

1 Before you listen

A Look at the picture. What do you see?

B Point to:  ■ a lab  ■ linens  ■ a patient  ■ a walker supplies  ■ co-workers  ■ an orderly  ■ a wheelchair

C Look at these people. What are they doing?
# UNIT GOALS
- **Describe** job duties
- **Describe** past activities
- **Interpret** information on a weekly time sheet

## 2 Listen

**A** Listen. What is Marco talking about? Write the letter of the conversation.

1. __________  
2. __________  
3. __________

**B** Listen again. Write T (true) or F (false).

**Conversation A**
1. Marco picked up X-rays this morning. ___ T ___
2. Marco delivered linens to the third floor. ___ ___
3. Marco needs to prepare rooms on the second floor. ___ ___

**Conversation B**
4. John is tired. ___ ___
5. Marco worked the night shift. ___ ___
6. Marco wants to go back to school. ___ ___

**Conversation C**
7. Suzanne works in Human Resources. ___ ___
8. Marco wants to be a nurse. ___ ___
9. Marco wants to work full-time. ___ ___

Listen again. Check your answers. Correct the false statements.

## 3 After you listen

**Talk** with a partner. Ask and answer the questions.
1. Do you have a job? What do you do?
2. Did you have a job before? What did you do?
3. What job do you want in the future?
Lesson B  Where did you go last night?

1  Grammar focus: *What* and *Where* questions and simple past

Use *where* to ask about location. Use *what* to ask about activities.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What did</strong> you do yesterday?</td>
<td>I worked.</td>
</tr>
<tr>
<td>he</td>
<td>He worked.</td>
</tr>
<tr>
<td>they</td>
<td>They worked.</td>
</tr>
<tr>
<td><strong>Where did</strong> you go last night?</td>
<td>She went to a meeting.</td>
</tr>
<tr>
<td>she</td>
<td>She went.</td>
</tr>
<tr>
<td>they</td>
<td>They went.</td>
</tr>
</tbody>
</table>

2  Practice

A  Write. Complete the conversations. Use *What* or *Where* and the simple past.

1. A  **What** did Linda do after breakfast?
   B  She **made** the beds.

2. A  **Where** did Brenda and Leo do this morning?
   B  They **picked up** patients in the reception area.

3. A  **What** did Trevor do this morning?
   B  He **delivered** X-rays.

4. A  **Where** did Jill and Brad take the linens?
   B  They **took** the linens to the second floor.

5. A  **Where** did Felix do yesterday?
   B  He **helped** patients with their walkers and wheelchairs.

6. A  **Where** did Juan and Ivana go after work?
   B  They **went** to the coffee shop across the street.

7. A  **What** did Marco do after lunch?
   B  He **prepared** the rooms on the 2nd floor.

8. A  **What** did Suzanne meet Marco?
   B  She **met** him in her office.

Listen and repeat. Then practice with a partner.
B Talk with a partner. Change the **bold** words and make conversations.

A Where did Rosa go at **8:00**?
B She went to the **coffee shop**.
A What did she do there?
B She **ate breakfast**.

Rosa’s schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>eat breakfast at the coffee shop</strong> ✓</td>
</tr>
<tr>
<td>9:30</td>
<td><strong>prepare rooms on the fourth floor</strong> ✓</td>
</tr>
<tr>
<td>10:30</td>
<td><strong>meet patients in the reception area</strong> ✓</td>
</tr>
<tr>
<td>11:30</td>
<td><strong>pick up X-rays from the lab</strong> ✓</td>
</tr>
<tr>
<td>1:00</td>
<td><strong>meet Amy in the cafeteria</strong> ✓</td>
</tr>
<tr>
<td>2:00</td>
<td><strong>clean the furniture in the reception area</strong> ✓</td>
</tr>
<tr>
<td>3:00</td>
<td><strong>make the beds on the first floor</strong> ✓</td>
</tr>
<tr>
<td>3:30</td>
<td><strong>deliver supplies to the third floor</strong> ✓</td>
</tr>
<tr>
<td>4:30</td>
<td><strong>pick up X-rays from the lab</strong> ✓</td>
</tr>
<tr>
<td>5:30</td>
<td><strong>go to English class at the community college</strong> ✓</td>
</tr>
</tbody>
</table>

3 Communicate

Talk with a partner. Ask questions. Write your partner’s answers in the chart.

A Rachel, where did you go last weekend?
B I went to the mall.
A What did you do?
B I ate lunch and went shopping.
A Did you have fun?
B Yes, I did.

<table>
<thead>
<tr>
<th>Where?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>last weekend</td>
<td><strong>the mall</strong></td>
</tr>
<tr>
<td>last Monday</td>
<td></td>
</tr>
<tr>
<td>this morning</td>
<td></td>
</tr>
<tr>
<td>last summer</td>
<td></td>
</tr>
<tr>
<td>last night</td>
<td></td>
</tr>
</tbody>
</table>
Lesson C  I work on Saturdays and Sundays.

1 Grammar focus: conjunctions **and**, **or**, **but**

Use **and**, **or** or **but** to connect words, phrases and sentences. Use **and** to connect similar ideas. Use **or** to connect choices. Use **but** to connect different ideas.

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I work on Saturdays.</td>
<td>I work on Saturdays <strong>and</strong> Sundays.</td>
</tr>
<tr>
<td>I also work on Sundays.</td>
<td></td>
</tr>
<tr>
<td>Sometimes he works on Saturdays.</td>
<td>He works on Saturdays <strong>or</strong> Sundays.</td>
</tr>
<tr>
<td>Sometimes he works on Sundays.</td>
<td></td>
</tr>
<tr>
<td>She works on Saturdays.</td>
<td>She works on Saturdays, <strong>but</strong> she doesn’t work on Sundays.</td>
</tr>
<tr>
<td>She doesn’t work on Sundays.</td>
<td></td>
</tr>
</tbody>
</table>

2 Practice

A Write. Combine the sentences. Use **and**, **or**, or **but**.

1. Sometimes Irene eats Chinese food for lunch. Sometimes she eats Mexican food for lunch.  
   **Irene eats Chinese or Mexican food for lunch.**

2. Tito works the day shift. Tito also works the night shift.

3. Marco had an interview. He didn’t get the job.

4. Brian likes his co-workers. He doesn’t like his schedule.

5. Erica takes care of her children. She also takes care of her grandmother.

6. Carl cleaned the carpets. He didn’t make the beds.

7. Sometimes Kate works in Austin. Sometimes she works in Houston.

8. Ilya speaks Russian at home. He also speaks Russian at work.

Listen and repeat. Check your answers.
B **Talk** with a partner. Change the bold words and make conversations. Use *and*, *but* or *or*.

**A** What did Ahmed do this morning?

**B** He **wrote reports** and **checked email**.

1. write reports / check email
2. make copies / deliver mail
3. answer calls / take messages

**A** What did Jill do yesterday?

**B** She **went to work**, but she **didn’t feel well**.

4. go to work / feel well
5. go to a meeting / take notes
6. write a letter / finish it

**A** Where do you eat lunch?

**B** I eat lunch **in a restaurant** or **at my desk**.

7. in a restaurant / at my desk
8. in the cafeteria / outside
9. at home / in my car

### Communicate

**Talk** with a partner. Make statements with *and*, *or*, or *but*.

Last night, I watched TV and did my homework. What about you? I did my homework, but I didn’t watch TV.
Lesson D  Reading

1 Before you read

Look at the picture. Answer the questions.
1. Who are these people?
2. What are they doing?

2 Read

Read the recommendation email. Listen and read again.

New Message

Dear Mr. O’Hara:
I am happy to write this recommendation for Marco Alba. Marco started working at Valley Hospital as an orderly in 2016. 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 co-workers 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 recommend Marco very highly. Please contact me for more information.
Suzanne Briggs
Human Resources Assistant
Valley Hospital

3 After you read

Write. Answer the questions about the email. Write complete sentences.
1. When did Marco start his job at Valley Hospital? He started his job in 2016.
2. What does he do there? 

3. Why is Marco leaving?

4. Who wrote the email?

5. Why did Suzanne write the email?

6. Which word in the email means to make a positive comment?

7. Mr. O’Hara has a question about Marco. Who should he ask?
4 Picture dictionary  Job duties

1. ______________  2. ______________  3. ______________
4. ______________  5. ______________  6. ______________
7. ______________  8. ______________  9. ______________

A Write the words in the Picture dictionary. Then listen and repeat.

- assist the doctor
- assist the pharmacist
- clear tables
- handle money
- help the nurses
- operator large machines
- prepare food
- repair cars
- take care of a family

B Talk with a partner. Match the pictures with the jobs.

- a busperson
- a cashier
- a construction worker
- a cook
- a homemaker
- a medical assistant
- a pharmacy technician
- an auto technician
- an orderly

He repairs cars.  He an auto mechanic.
Lesson E  Writing

1  Before you write

A  Talk with a partner. Ask and answer the questions.
   1. What are some of your duties at home?
   2. What are some of your duties at your job?
   3. What were some of your duties at your last job?

B  Read Marco’s employment history. Complete the sentences.
Use the correct form of the verb.

Employment History: Marco Alba

Marco Alba is an orderly. He **works** at Valley Hospital. He started
in 2017. He **have** many duties. He **take** patients from
their rooms to the lab. He **deliver** X-rays, linens, and supplies. He
also **take** flowers and mail to patients.

From 2015 to 2017, Marco **work** at Sam’s Soup and Sandwich
Shop. He **be** a busperson. He **clean** the floor and
**pick up** dirty dishes. From 2012 to 2015, he **work**
at Fratelli’s Construction Company. He **be** a construction worker.
He **make** repairs on houses and **operate**
large machines.

C  Write Marco’s job duties now and in the past.

<table>
<thead>
<tr>
<th>Now</th>
<th>In the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He takes patients from their rooms</td>
<td>1.</td>
</tr>
<tr>
<td>to the lab.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
</tbody>
</table>
D Write. Answer the questions about yourself. Complete the side that is true about you.

<table>
<thead>
<tr>
<th>Do you have a job? Yes?</th>
<th>Do you have a job? No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer these questions.</td>
<td>Answer these questions.</td>
</tr>
<tr>
<td>1. What is your job?</td>
<td>1. Where do you study?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Where do you work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What are your duties?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you have a job before? What jobs did you have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Where did you work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What were your duties?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Write

Write two paragraphs about your employment history. In the first paragraph, write about the present. In the second paragraph, write about the past. Use Exercises 1B and 1D to help you.

3 After you write

A Read your employment history to a partner.

B Check your partner’s employment history.

- What are the jobs?
- What are the duties?
- Do the names of businesses start with capital letters?
**Lesson F  Another view**

1. **Life-skills reading**

   **LARRY’S DISCOUNT STORE — WEEKLY TIME SHEET**

   Employee: Lara da Silva  Social Security Number: 000-99-0531  Rate: $14.00/hour

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8/7</td>
<td>9:00 a.m.</td>
<td>12:00 noon</td>
<td>1:00 p.m.</td>
<td>4:00 p.m.</td>
<td>6</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8/8</td>
<td>8:30 a.m.</td>
<td>12:30 p.m.</td>
<td>1:30 p.m.</td>
<td>5:30 p.m.</td>
<td>8</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8/9</td>
<td>9:00 a.m.</td>
<td>2:00 p.m.</td>
<td>3:00 p.m.</td>
<td>7:00 p.m.</td>
<td>9</td>
</tr>
<tr>
<td>Thursday</td>
<td>8/10</td>
<td>7:30 a.m.</td>
<td>12:30 p.m.</td>
<td>1:30 p.m.</td>
<td>3:30 p.m.</td>
<td>7</td>
</tr>
<tr>
<td>Friday</td>
<td>8/11</td>
<td>9:00 a.m.</td>
<td>12:00 noon</td>
<td>1:00 p.m.</td>
<td>5:00 p.m.</td>
<td>7</td>
</tr>
</tbody>
</table>

   TOTAL HOURS 37

   I have worked these hours. I understand that false information will result in my termination with the company.

   Employee’s signature: Lara da Silva  Date: 8/14/17

   Supervisor’s signature: Helen Wilson  Date: 8/14/17

A Read the questions. Look at the time sheet. Fill in the answer.

1. What is Lara’s hourly rate?
   - A  9:00−5:00
   - B  8 hours
   - C  $14
   - D  $37

2. When did Lara start work on Tuesday?
   - A  7:30 a.m.
   - B  8:30 a.m.
   - C  9:00 a.m.
   - D  9:30 a.m.

3. Which statement is true?
   - A  Laura left work at 4:00 on Thursday.
   - B  Laura started work at 12 on Tuesday.
   - C  Laura started work at 8:30 on Tuesday.
   - D  Laura worked for 8 hours on Friday.

4. What day did Lara start work at 7:30?
   - A  Monday
   - B  Tuesday
   - C  Wednesday
   - D  Thursday

B Solve the problem. Which solution is best? Circle your opinion.

Laura worked for 37 hours last week, but the company only paid her for 35 hours. What should she do?

1. Call the manager.
2. Wait for next month to see if the two hours are on the check
4. Other: ____________________________
Grammar connections: *could, couldn’t* and *can, can’t* (past and present ability)

Use *can* and *can’t* to talk about ability to do something in the present.

Use *could* and *couldn’t* to talk about ability to do something in the past.

<table>
<thead>
<tr>
<th>PAST</th>
<th>PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I <em>could</em> dance as a child.</td>
<td>I <em>can</em> dance now.</td>
</tr>
<tr>
<td>I <em>could</em> run fast as a child.</td>
<td>I <em>can’t</em> run fast now.</td>
</tr>
<tr>
<td>I <em>couldn’t</em> type fast before.</td>
<td>I <em>can’t</em> type fast now.</td>
</tr>
</tbody>
</table>

couldn’t = could not  
can’t = cannot

A Work with a partner. Look at the pictures. Talk about your abilities before and now.

- A I *couldn’t* drive a car before, but I *can* drive a car now.
- B I *could* drive a car before, and I *can* drive a car now.

USEFUL LANGUAGE
- last year
- as a child
- two / five / ten years ago
- a few years ago

B Work with your partner. Ask and answer the questions.

1. What *couldn’t* you do as a child that you can do now?
2. What *could* you do as a child that you *can’t* do now?

3 Wrap up

Complete the Self-assessment on page 139.
1 Listening

Read the questions. Then listen and circle the answers.

1. What does Yuri do?
   a. He's a salesperson.
   b. He's a manager.
2. Why did the Chans want a new sofa?
   a. Their sofa wasn't clean.
   b. Their sofa wasn't comfortable.
3. Which sofa was cheaper?
   a. the first sofa
   b. the second sofa
4. Why did they like the second sofa?
   a. It was bigger and more comfortable.
   b. It was nicer and more expensive.
5. What did Mr. and Mrs. Chan buy?
   a. a sofa and two lamps
   b. a sofa and an entertainment center
6. Where did Yuri go after work?
   a. to a supermarket
   b. to a restaurant

Talk with a partner. Ask and answer the questions. Use complete sentences.

2 Grammar

A Write. Complete the story.

VANESSA’S LAST JOB

Last year, Vanessa worked the day shift at the Hometown Hotel. First, she went to the supply room at 8:00 a.m. Next, she took her cart to the third floor. Then, she made the beds. After that, she cleaned the rooms and picked up dirty linens. Vanessa’s job wasn’t easy, but she liked it because she met a lot of nice people.

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

1. A Where did Vanessa work last year?
   B Vanessa worked at the Hometown Hotel last year.
2. A What shift?
   B She worked the day shift.
3. A When?
   B She went to the supply room at 8:00 a.m.
4. A Where?
   B She took her cart to the third floor.

Talk with a partner. Ask and answer the questions.
3 Pronunciation: the -ed ending in regular simple past verbs

A Listen to the -ed endings in these simple past verbs.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/\d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>used</td>
<td>helped</td>
<td>wanted</td>
</tr>
<tr>
<td>She used the new machine.</td>
<td>He helped the nurses.</td>
<td>They wanted to make the beds.</td>
</tr>
<tr>
<td>delivered</td>
<td>worked</td>
<td>assisted</td>
</tr>
<tr>
<td>You delivered the mail.</td>
<td>He worked on the weekends.</td>
<td>She assisted the patient.</td>
</tr>
</tbody>
</table>

B Listen and repeat.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/\d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>repaired</td>
<td>picked</td>
<td>needed</td>
</tr>
<tr>
<td>prepared</td>
<td>cooked</td>
<td>started</td>
</tr>
<tr>
<td>played</td>
<td>walked</td>
<td>visited</td>
</tr>
</tbody>
</table>

C Listen and check (✓) the correct column.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/\d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cleaned ✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. operated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. finished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. handled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. pushed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. checked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. answered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. reported</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D Write six regular verbs from Units 7 and 8 in the simple past. Check (✓) the correct column.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/\d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk with a partner. Make a sentence with each verb. Take turns.