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Gretchen Bitterlin • Dennis Johnson
Donna Price • Sylvia Ramirez
K. Lynn Savage (Series Editor)
Lesson A  Listening

1 Before you listen

A What do you see?
B What is happening?
C What’s the story?
2 Listen

A Listen and answer the questions.
1. Who are the speakers?  
2. What are they talking about?

B Listen again. Complete the chart with information about Tony.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tony’s answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. job he is applying for</td>
<td>shipping-and-receiving clerk</td>
</tr>
<tr>
<td>2. native country</td>
<td></td>
</tr>
<tr>
<td>3. current job</td>
<td></td>
</tr>
<tr>
<td>4. strengths</td>
<td></td>
</tr>
<tr>
<td>5. shift he prefers</td>
<td></td>
</tr>
</tbody>
</table>

3 After you listen

A Read. Complete the story.

Tony has been working as a teacher’s assistant for about a year. He is also going to college part-time to get a ________ in accounting. Right now, Tony is at a job ________ with Mr. Leong, the ________ manager.

1. ________  
2. ________  
3. ________  
4. ________  

Mr. Leong asks about Tony’s ________. Tony says he is from Peru and has been living in the United States for two years. Next, Mr. Leong asks about Tony’s work experience, and Tony says that now he is ________ at a school. Finally, Mr. Leong asks about Tony’s personal ________. Tony says he is responsible and ________, and he ________ with everybody. Mr. Leong says he will contact Tony next week.

Listen and check your answers.

B Talk with a partner. Ask and answer the questions.
Have you ever had a job interview? What happened?
Lesson B  Present perfect continuous

1 Grammar focus: questions and statements with for and since

Use the present perfect continuous to talk about actions that started in the past, continue to now, and will probably continue in the future.

QUESTIONS

<table>
<thead>
<tr>
<th>Have you been living here for a long time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has Tony been working here for a long time?</td>
</tr>
<tr>
<td>Have they been working here for a long time?</td>
</tr>
<tr>
<td>How long have you been looking for a job?</td>
</tr>
<tr>
<td>How long has Tony been working as a teacher’s assistant?</td>
</tr>
<tr>
<td>How long have they been working at the school?</td>
</tr>
</tbody>
</table>

SHORT ANSWERS

<table>
<thead>
<tr>
<th>Yes, I have.</th>
<th>No, I haven’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, he has.</td>
<td>No, he hasn’t.</td>
</tr>
<tr>
<td>Yes, they have.</td>
<td>No, they haven’t.</td>
</tr>
<tr>
<td>Since October.</td>
<td>For about a year.</td>
</tr>
</tbody>
</table>

STATEMENTS

I’ve been waiting for a long time.
Lida has been waiting since 2:00.
We’ve been waiting all morning.

USEFUL LANGUAGE

Use since with specific times.
Since 2011.
Use for with periods of time.
For two months.

2 Practice

A Write. Complete the sentences. Use the present perfect continuous with for or since.

1. A How long _______ has _______ Talia _______ practicing _______ for her driving test?
   B _______ about three months.

2. A ___________ you ___________ here for a long time?
   B No, I ___________. I started six days ago.

3. A How long ___________ Yin ___________ looking _______ for a job?
   B ___________ last year.

4. A ___________ Mr. Rivera ___________ interviewing people all day?
   B Yes, he ___________.

5. A How long ___________ you ___________ waiting _______ to get an interview?
   B ___________ March.

6. A How long ___________ they ___________ going _______ to night school?
   B ___________ one year.

Listen and check your answers. Then practice with a partner.
**B** **Talk** with a partner. Ask and answer questions. Use *for* or *since*.

A  How long has Sandra been talking on the phone?
B  For 20 minutes.

1. talk / ________ 20 minutes
2. wait / ________ 8:00
3. study / ________ morning
4. practice keyboarding / ________ 10:30
5. paint the house / ________ two days
6. work in the restaurant / ________ 10:30
7. look for a job / ________ several weeks
8. attend this school / ________ last semester

Write a sentence about each picture.

*Sandra has been talking on the phone for 20 minutes.*

**Communicate**

A  **Talk** with your classmates. Find a person who does each activity. Ask how long the person has been doing it. Complete the chart.

A  Do you drive?
B  Yes, I do.
A  How long have you been driving?
B  For about six years. / Since 2012.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>Josefin</td>
<td>for six years / since 2012</td>
</tr>
<tr>
<td>cook for yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attend this school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>work in this country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use a computer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B  Share information about your classmates.
Lesson C  Phrasal verbs

1 Grammar focus: separable phrasal verbs
A phrasal verb is a verb + preposition. The meaning of the phrasal verb is different from the meaning of the verb alone. These phrases are separable because you can put the second part of the phrase before or after the object.

STATEMENTS
Alfred handed out the papers.
He handed the papers out.
He handed them out.

Common separable phrasal verbs
- call back
- clean up
- fill out
- hand out
- put away
- throw out / away
- turn down
- turn off
- turn up

2 Practice
A Write. Complete the sentences.

1. She’s handing out papers.
   She’s __________ the papers ________.
   She’s __________ them ________.

2. He’s _________ the cups.
   He’s throwing the cups ________.
   He’s _________ them ________.

3. He’s _________ the volume.
   He’s _________ the volume ________.
   He’s _________ it ________.

4. She’s filling out a job application.
   She’s _________ the application ________.
   She’s _________ it ________.

5. She’s _________ the lamp.
   She’s turning the lamp ________.
   She’s _________ it ________.

6. He’s putting away the clothes.
   He’s _________ the clothes ________.
   He’s _________ them ________.

Listen and check your answers.
B Talk with a partner. Make requests. Use the verbs in the box.

A Please turn the lights off.
B OK. I’ll turn them off.

USEFUL LANGUAGE
To make a polite request, you can use:

- Please . . .
- Would you please . . . ?
- Could you please . . . ?

call back  clean up  put away  throw out  turn down  turn off

1. lights
2. heat
3. lunchroom

4. Mr. Jones
5. trash
6. books

Write sentences about each picture.

Please turn the lights off.

Communicate

A Work in a small group. Ask and answer the questions.

1. Have you ever filled out an application form? Where? When?
2. Did you put anything away last night? What was it?
3. Is there someone you need to call back? Who?
4. What things do you want to throw away?
5. What things do you turn on, off, or up?
6. Is there anything you need to clean up? What is it?

B Share information about your classmates.
Lesson D Reading

1 Before you read

Talk with your classmates. Answer the questions.
1. How many dates are in the reading? What are they?
2. What is the reading about?
3. What is a blog? Have you ever seen one?

2 Read

Read the blog. Listen and read again.

EDEN’S BLOG

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.

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.

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.

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

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. If you have any good job-searching tips, please share them with me!
After you read

A Scan the blog for Eden’s activities. Match them with the dates.

1. Monday 9/15 _____  
   a. She had a practice interview with her classmates.
2. Tuesday 9/16 _____  
   b. She had a job interview.
3. Wednesday 9/24 _____  
   c. She organized her papers.
4. Thursday 9/25 _____  
   d. She’s been telling everyone about her job search.
5. Monday 9/29 _____  
   e. She went to a job fair.

B Check your understanding.

1. Who wrote the blog?
2. What is the main purpose of the blog?
3. How long has Eden been looking for a job?
4. Who did she network with?
5. How did she get a job interview?
6. According to the blog, what is a good way for Eden to prepare for the job interview?
7. In the Wednesday 9/24 entry, which word means discouraged?
8. Based on the most recent blog post, what can you assume about Eden’s job interview?

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.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Part of speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. critical</td>
<td>adjective</td>
<td>very important; essential</td>
</tr>
<tr>
<td>2. network</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. firm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. confidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
Before you write

A Talk with a partner. Who do you send thank-you emails to? Make a list. Share your list with the class.

B Read the thank-you email.

---

Dear Ms. Hill:

I would like to thank you for the job interview I had with you on Monday, September 29th. I appreciate the time you spent with me. Thank you for showing me around the store and introducing me to some of the employees. I felt very comfortable with them.

Thank you again for your time. I hope to hear from you soon.

Sincerely,

Eden Babayan

---

Work with a partner. Answer the questions.

1. Who wrote the email?
2. Who did she write it to?
3. What is the purpose of the email?
4. What information is in the first sentence?
5. How many times did the writer say thank you?
6. What does Eden want to happen next?
7. How does the writer end the email?
C  **Plan** a formal thank-you email. Complete the information.

Name and address of the person or business you are thanking:

________________________________________________________________________

________________________________________________________________________

Reason for saying thank you:

________________________________________________________________________

________________________________________________________________________

Something specific you appreciate:

________________________________________________________________________

________________________________________________________________________

2  **Write**

**Write** a formal thank-you email to a person or a business. Say why you are thanking the person and mention something specific that you appreciated. Thank the person again at the end of the email. Use the email in Exercise 1B and the information in Exercise 1C to help you.

3  **After you write**

A  **Check** your writing.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My first sentence says why I am thanking the person.</td>
<td></td>
</tr>
<tr>
<td>2. I mentioned something specific that I appreciated.</td>
<td></td>
</tr>
<tr>
<td>3. I thanked the person again at the end of the email.</td>
<td></td>
</tr>
</tbody>
</table>

B  **Share** your writing with a partner.

1. Take turns. Read your email to a partner.
2. Comment on your partner’s email. Ask your partner a question about the email. Tell your partner one thing you learned.
Lesson F  Another view

1 Life-skills reading

### Occupational projections and worker characteristics

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job openings due to growth and replacements * 2014–2024</th>
<th>Percent Employment change, 2014–2024</th>
<th>Typical education needed for entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive service technicians and mechanics</td>
<td>237</td>
<td>5.3</td>
<td>Postsecondary technical nondegree award</td>
</tr>
<tr>
<td>Dental hygienists</td>
<td>70</td>
<td>18.6</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>Food service managers</td>
<td>77</td>
<td>5.1</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>Medical assistants</td>
<td>262</td>
<td>23.5</td>
<td>Post secondary technical nondegree</td>
</tr>
<tr>
<td>Retail salespersons</td>
<td>1,917</td>
<td>6.8</td>
<td>No formal educational credential</td>
</tr>
<tr>
<td>Veterinary technologists and technicians</td>
<td>274</td>
<td>18.7</td>
<td>Associate's degree</td>
</tr>
</tbody>
</table>

* Numbers in thousands

Source: [https://www.bls.gov/emp/op_table_107.htm](https://www.bls.gov/emp/op_table_107.htm)

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

1. Which statement is not true about the jobs in the chart?
   - A One requires an associate’s degree.
   - B One requires a bachelor’s degree.
   - C One requires technical training.
   - D There will be more jobs in 2024 than in 2014.

2. Which occupations will have the largest percent increase in growth from 2014-2024?
   - A automotive service technicians and retain salespersons
   - B veterinary technologists and technicians and medical assistants
   - C food service managers and dental hygienists
   - D retail salespersons and medical assistants

3. What is the growth in number of jobs from 2014–2024 for dental hygienists?
   - A 70
   - B 700
   - C 7,000
   - D 70,000

4. What is included in this chart?
   - A salary information for certain jobs
   - B information about the decline of certain occupations
   - C information about the amount of education necessary for certain jobs
   - D amount of work experience necessary for certain jobs

B Solve the problem. Give your opinion.

Alex has been working in a fast food restaurant for over a year. He works as a busser, cashier and cook. He would like to be a restaurant manager some day, but that requires a high school diploma or equivalent. He dropped out of high school after two years. What should he do?
2 Grammar connections: present continuous and present perfect continuous

Use the present continuous to talk about an activity that is happening at the moment of speaking.

My classmate is writing in her book right now. I've been writing emails for two hours.

Use the present perfect continuous to talk about an activity that started in the past and continues to the present.

A Work in a small group. Play the game. Write your name on a small piece of paper. Flip a coin to move your paper. Then tell your group your answer to the question in the square. Use the present continuous or the present perfect continuous in your answer. Take turns.

“Choose someone in the classroom. What is he/she wearing?” OK. I’ll describe Tonya. She’s wearing . . .

B Share information about your classmates.

Tonya is wearing a red and blue sweater.

3 Wrap up

Complete the Self-assessment on page 139.
**Listening**

**Listen.** Put a check (✓) under the correct name.

<table>
<thead>
<tr>
<th></th>
<th>Clara</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wants an SUV</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. thinks a small car is better</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. says an SUV is more comfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. wants to take friends for a ride</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. wants to keep taking the bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. wants to save money to buy a house</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Talk** with a partner. Check your answers.

**Grammar**

**A Write.** Complete the story. Use the correct words.

**Getting Work Experience**

Hao **has been applying** for jobs as a computer technician since October. He

1. **will apply / has been applying**

   several interviews, but he hasn’t gotten a job yet. He’s afraid of

2. **is having / has had**

   **applying / apply**

   good advice. He said Hao **could / should** think about **volunteer / volunteering**

   Hao’s son’s school. Hao wants to call the school because the school **has been having / has**

   problems with the computer system for a few months. Hao is interested in

3. **help / helping**

   It would be a win-win situation for both the school and Hao.

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

1. **A Who ___________________________________________?**
   
   **B Hao has been applying for a job.**

2. **A What ___________________________________________?**
   
   **B He has been looking for a job as a computer technician.**

3. **A Where ___________________________________________?**
   
   **B Hao wants to volunteer at his son’s school.**

**Talk** with a partner. Ask and answer the questions.
Pronunciation: linking sounds

A Listen to the phrasal verbs. Pay attention to the linking sounds.
1. clean up
2. think about
3. turn up
4. fill out
5. interested in
6. throw out
7. put on
8. tired of

Listen again and repeat.

B Listen and repeat. Pay attention to the linking sounds in the phrasal verbs.
1. A What do you need to do?
   B I have to clean up the kitchen.
   A Can I help?
   B Sure. Could you throw out the trash?
   A I'd be happy to.

2. A Don’t you think it’s cold in here?
   B It’s a little cold.
   A Why don’t you turn up the heat?
   B That costs too much money. You can put on my jacket.

C Talk with a partner. Practice the conversations. Pay attention to the linking sounds in the phrasal verbs.

1. A Do you need some help?
   B I’m interested in applying for a job here.
   A OK. Just fill out this application, and return it to me.
   B Thanks.
   A Don’t forget to put your name on it.

2. A May I help you?
   B I may be interested in buying a big-screen TV.
   A We have some great deals. Let me show you.
   B Thanks, but I’d like to just look around some more.

3. A Do you want to go to a movie tonight?
   B What do you think about just staying home?
   A That’s fine. There’s a good game on TV.
   B OK. First help me clean up the kitchen. Then we can watch the game.

4. A I want to register for English classes.
   B Fill out this form, please.
   A Can you help me?
   B Sure. I just need to put away these papers.
   A Thank you.

D Write four questions. Use the words in Exercise 3A. Ask your partner. Remember to connect the sounds.

Did you clean up the kitchen last night?

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

CD2, Track 57
CD2, Track 58