

CAMBRIDGE

PREVIEW

3<sup>rd</sup> Edition  
**Ventures**  
STUDENT'S BOOK

**3**



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Experience  
Better  
Learning

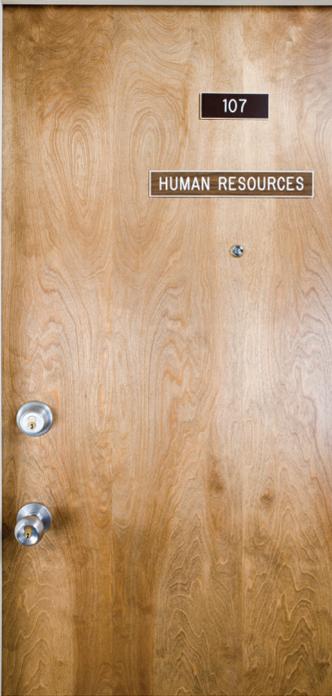
# UNIT 8 WORK

## Lesson A Listening

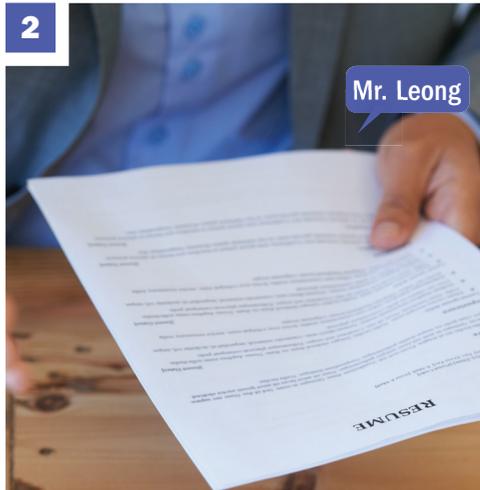
### 1 Before you listen

- A What do you see?
- B What is happening?
- C What's the story?

1



2



3



4

COMMUNITY COLLEGE



5



## UNIT GOALS

**Identify** questions and answers in a job interview **Recognize** and produce key elements in a thank-you letter for a job interview **Recognize** occupations in which there is job growth

## 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.

Topic	Tony's answers
1. job he is applying for	<i>shipping-and-receiving clerk</i>
2. native country	
3. current job	
4. strengths	
5. shift he prefers	



CD2, Track 51



CD2, Track 51

## 3 After you listen

**A Read.** Complete the story.

background    employed    interview    reliable  
degree        gets along    personnel    strengths

Tony has been working as a teacher's assistant for about a year. He is also going to college part-time to get a degree in accounting. Right now, Tony is at a job \_\_\_\_\_ with Mr. Leong, the <sup>1</sup> \_\_\_\_\_ manager.

Mr. Leong asks about Tony's <sup>2</sup> \_\_\_\_\_. 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 <sup>4</sup> \_\_\_\_\_. 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?



CD2, Track 52

# 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

- Have you **been living** here **for** a long time?
- Has Tony **been working** here **for** a long time?
- Have they **been working** here **for** a long time?
- How long **have** you **been looking** for a job?
- How long **has** Tony **been working** as a teacher's assistant?
- How long **have** they **been working** at the school?

### SHORT ANSWERS

- |                         |                           |
|-------------------------|---------------------------|
| Yes, I <b>have</b> .    | No, I <b>haven't</b> .    |
| Yes, he <b>has</b> .    | No, he <b>hasn't</b> .    |
| Yes, they <b>have</b> . | No, they <b>haven't</b> . |
- Since** October.  
**For** about a year.

### 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 been practicing for her driving test?  
(practice)  
**B** For about three months.
2. **A** \_\_\_\_\_ you \_\_\_\_\_ here for a long time?  
(work)  
**B** No, I \_\_\_\_\_. I started six days ago.
3. **A** How long \_\_\_\_\_ Yin \_\_\_\_\_ for a job?  
(look)  
**B** \_\_\_\_\_ last year.
4. **A** \_\_\_\_\_ Mr. Rivera \_\_\_\_\_ people all day?  
(interview)  
**B** Yes, he \_\_\_\_\_.
5. **A** How long \_\_\_\_\_ you \_\_\_\_\_ to get an interview?  
(wait)  
**B** \_\_\_\_\_ March.
6. **A** How long \_\_\_\_\_ they \_\_\_\_\_ to night school?  
(go)  
**B** \_\_\_\_\_ one year.

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



CD2, Track 53

**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 /  
\_\_\_\_\_ 2011

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.*

### 3 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.

Activity	Name	How long?
drive	<i>Josefina</i>	<i>for six years / since 2012</i>
cook for yourself		
attend this school		
work in this country		
speak English		
use a computer		

**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	hand out	turn down
clean up	put away	turn off
fill out	throw out / away	turn up



Watch

### USEFUL LANGUAGE

papers → them

application → it

## 2 Practice

A Write. Complete the sentences.



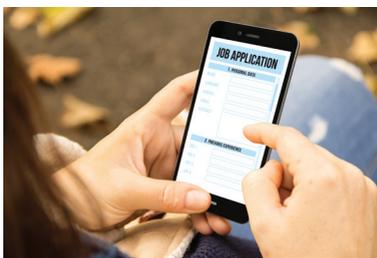
1. She's **handing out** papers.  
She's *handing* the papers *out*.  
She's *handing* them *out*.



2. He's \_\_\_\_\_ the cups.  
He's **throwing** the cups **away**.  
He's \_\_\_\_\_ them \_\_\_\_\_.



3. He's \_\_\_\_\_ the volume.  
He's \_\_\_\_\_ the volume \_\_\_\_\_.  
He's **turning** it **up**.



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 **off**.  
She's \_\_\_\_\_ it \_\_\_\_\_.



6. He's **putting away** the clothes.  
He's \_\_\_\_\_ the clothes \_\_\_\_\_.  
He's \_\_\_\_\_ them \_\_\_\_\_.



Listen and check your answers.

CD2, Track 54

**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.

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

**USEFUL LANGUAGE**

To make a polite request, you can use:

*Please . . .*

*Would you please . . . ?*

*Could you please . . . ?*



1. lights



2. heat



3. lunchroom



4. Mr. Jones



5. trash



6. books

**Write sentences about each picture.**

*Please turn the lights off.*

**3 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.

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



CD2, Track 55

www.edensblogaddress.com

### 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!

**3 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.

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

**CULTURE NOTE**  
*Blog* comes from the words *Web log*. Readers, or visitors, can visit the website and write comments or just read.

**C Build** your vocabulary.

- 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/

- 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	<i>adjective</i>	<i>very important; essential</i>
2. network		
3. fair		
4. patient		
5. firm		
6. confidence		

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

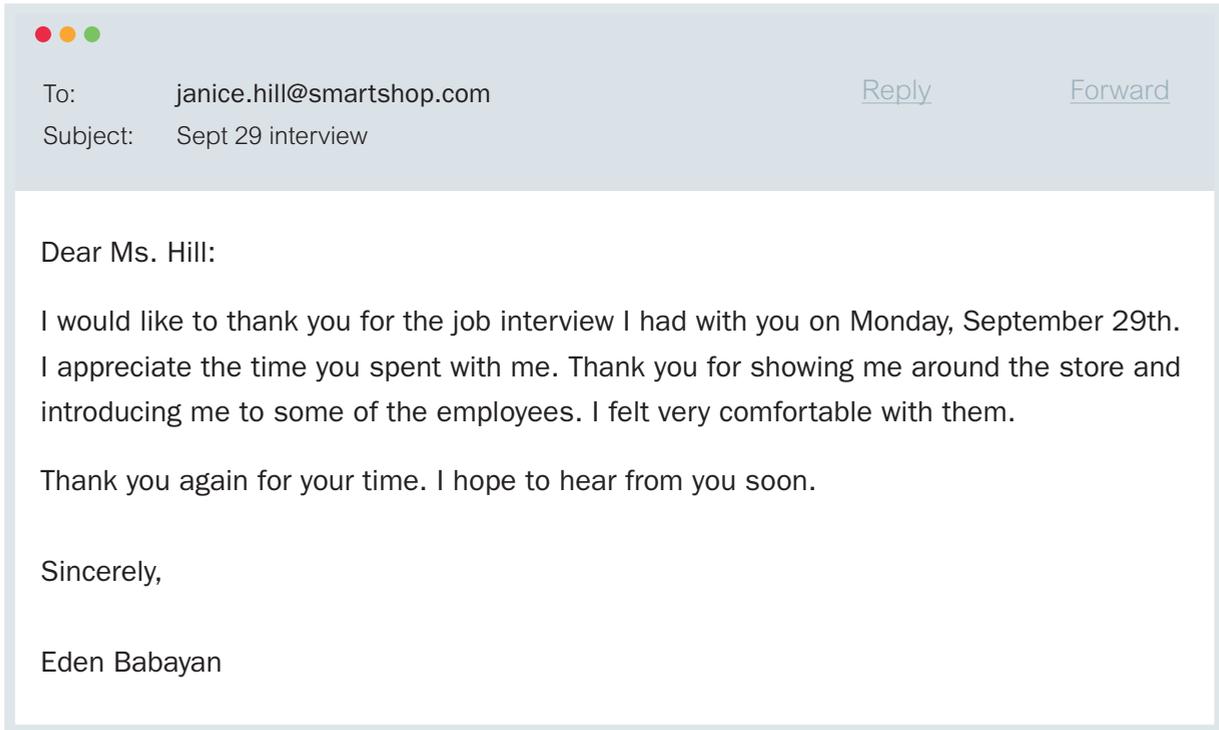
- What is your most critical goal right now?
- If you are trying to find a job, who can you network with?
- How can you show confidence in a job interview?

Determine the main idea and key details in a blog; use a dictionary to select the best definition for the context

# Lesson E Writing

## 1 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.



**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.

- In a thank-you email, include:
- why you are thanking the person
  - what you appreciate
  - another thank you at the end

## 3 After you write

**A Check** your writing.

	Yes	No
1. My first sentence says why I am thanking the person.	<input type="checkbox"/>	<input type="checkbox"/>
2. I mentioned something specific that I appreciated.	<input type="checkbox"/>	<input type="checkbox"/>
3. I thanked the person again at the end of the email.	<input type="checkbox"/>	<input type="checkbox"/>

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

\* Numbers in thousands  
Source: [https://www.bls.gov/emp/ep\\_table\\_107.htm](https://www.bls.gov/emp/ep_table_107.htm)

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

- 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.
- Which occupations will have the largest percent increase in growth from 2014-2024?  
 A automotive service technicians and retail salespersons  
 B veterinary technologists and technicians and medical assistants  
 C food service managers and dental hygienists  
 D retail salespersons and medical assistants
- What is the growth in number of jobs from 2014–2024 for dental hygienists?  
 A 70  
 B 700  
 C 7,000  
 D 70,000
- 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.

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

My classmate **is writing** in her book right now.

I've **been writing** emails for two hours.



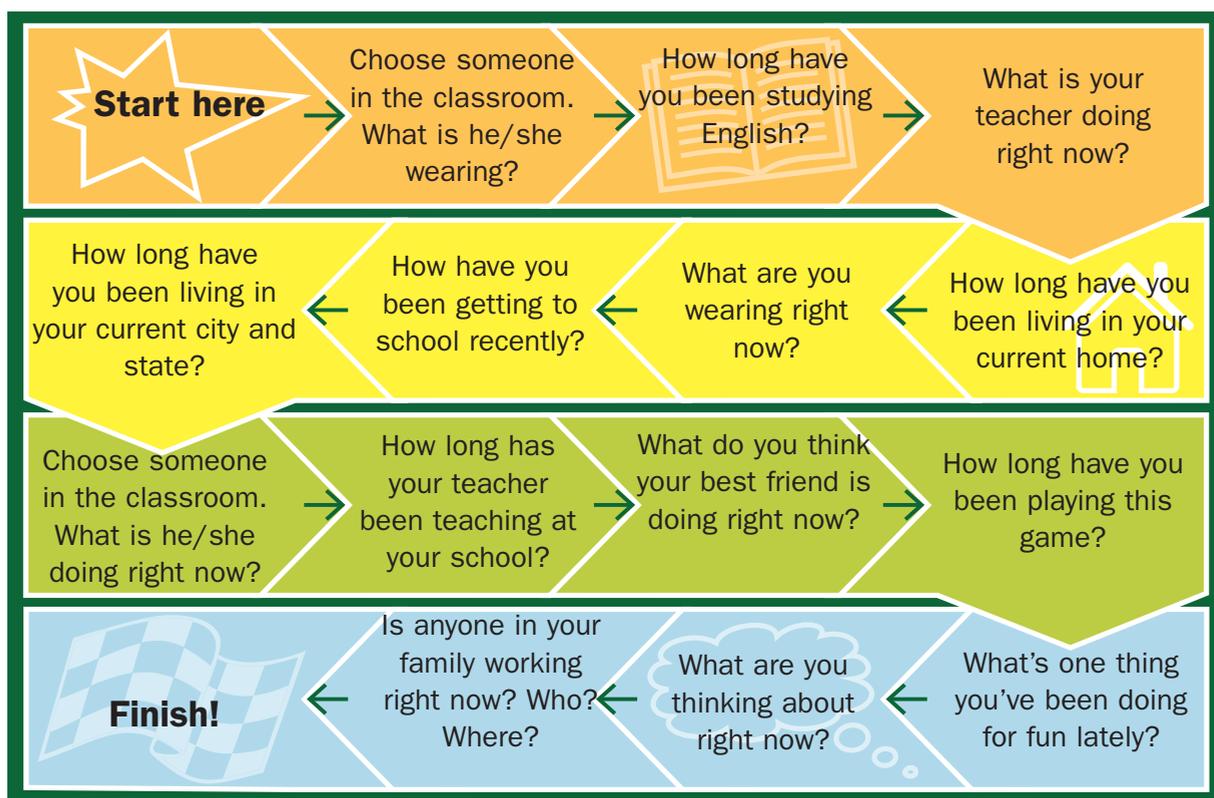
**A Work** in a small group. Play the game. Write your name on a small piece of paper. Flip a coin to move your paper. Then tell your group your answer to the question in the square. Use the present continuous or the present perfect continuous in your answer. Take turns.

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



= 1 space

= 2 spaces



**B Share** information about your classmates.

Tonya is wearing a red and blue sweater.

## 3 Wrap up

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

Scan a chart to locate key information about job growth; contrast present continuous and present perfect continuous



### 3 Pronunciation: linking sounds

**A Listen** to the phrasal verbs. Pay attention to the linking sounds.

- |                         |                           |                      |
|-------------------------|---------------------------|----------------------|
| 1. clean <u>u</u> p     | 4. fill <u>u</u> t        | 7. put <u>u</u> n    |
| 2. think <u>u</u> about | 5. interest <u>u</u> d in | 8. tired <u>u</u> of |
| 3. turn <u>u</u> p      | 6. throw <u>u</u> t       |                      |



CD2, Track 57

**Listen again and repeat.**

**B Listen and repeat.** Pay attention to the linking sounds in the phrasal verbs.

- |  |   |
|--|---|
| 1. <b>A</b> What do you need to do?                  | 2. <b>A</b> Don't you think it's cold in here?                        |
| <b>B</b> I have to clean <u>u</u> p the kitchen.     | <b>B</b> It's a little cold.  |
| <b>A</b> Can I help?                                 | <b>A</b> Why don't you turn <u>u</u> p the heat?                      |
| <b>B</b> Sure. Could you throw <u>u</u> t the trash? | <b>B</b> That costs too much money. You can put <u>u</u> n my jacket. |
| <b>A</b> I'd be happy to.                            |   |



CD2, Track 58

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

- |   |  |
|---|--|
| 1. <b>A</b> Do you need some help?                                | 3. <b>A</b> Do you want to go to a movie tonight?                            |
| <b>B</b> I'm interested in applying for a job here.               | <b>B</b> What do you think about just staying home?                          |
| <b>A</b> OK. Just fill out this application, and return it to me. | <b>A</b> That's fine. There's a good game on TV.                             |
| <b>B</b> Thanks.  | <b>B</b> OK. First help me clean up the kitchen. Then we can watch the game. |
| <b>A</b> Don't forget to put your name on it.                     |  |
| 2. <b>A</b> May I help you?                                       | 4. <b>A</b> I want to register for English classes.                          |
| <b>B</b> I may be interested in buying a big-screen TV.           | <b>B</b> Fill out this form, please.   |
| <b>A</b> We have some great deals. Let me show you.               | <b>A</b> Can you help me?  |
| <b>B</b> Thanks, but I'd like to just look around some more.      | <b>B</b> Sure. I just need to put away these papers.                         |
|   | <b>A</b> 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. \_\_\_\_\_