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Frontmatter

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3<sup>rd</sup> Edition

# Ventures

STUDENT'S BOOK



**Gretchen Bitterlin ■ Dennis Johnson ■ Donna Price ■ Sylvia Ramirez**  
**K. Lynn Savage (Series Editor)**



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SCOPE AND SEQUENCE

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"><li>■ Discussing goals</li><li>■ Filling out a goal form</li><li>■ Discussing past and future events</li></ul>	<ul style="list-style-type: none"><li>■ Listening and asking about goals</li><li>■ Asking about daily routines</li><li>■ Listening about events in the past and future</li></ul>	<ul style="list-style-type: none"><li>■ Review of time phrases</li></ul>	Verb tense review: <ul style="list-style-type: none"><li>■ present and present continuous</li><li>■ past and future</li></ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Personality traits</b>	<ul style="list-style-type: none"><li>■ Describing and comparing likes and interests</li><li>■ Describing and discussing personality types</li></ul>	<ul style="list-style-type: none"><li>■ Asking about and comparing preferences</li><li>■ Describing personality types</li></ul>	<ul style="list-style-type: none"><li>■ Personal interests</li><li>■ Personality types</li><li>■ Adjectives that describe people</li></ul>	<ul style="list-style-type: none"><li>■ Verbs + gerunds</li><li>■ Comparisons with <i>more than</i>, <i>less than</i>, <i>as much as</i></li><li>■ <i>must</i> for logical conclusions</li></ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>Study skills</b>	<ul style="list-style-type: none"><li>■ Discussing study problems and learning strategies</li><li>■ Offering advice</li><li>■ Inquiring about people's experiences</li></ul>	<ul style="list-style-type: none"><li>■ Asking about study problems and learning strategies</li><li>■ Asking about someone's recent past</li></ul>	<ul style="list-style-type: none"><li>■ Study problems</li><li>■ Learning strategies</li></ul>	<ul style="list-style-type: none"><li>■ Present perfect with <i>how long</i>, <i>for</i>, <i>since</i></li><li>■ Present perfect questions with <i>ever</i>; short answers</li><li>■ Simple past and present perfect</li></ul>
<b>Review:</b> Units 1 and 2 pages 30–31		<ul style="list-style-type: none"><li>■ Understanding a conversation</li></ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Neighbors</b>	<ul style="list-style-type: none"><li>■ Offering help</li><li>■ Agreeing and disagreeing</li><li>■ Giving reasons</li><li>■ Making a complaint</li></ul>	<ul style="list-style-type: none"><li>■ Asking about and describing problems</li><li>■ Giving reasons</li><li>■ Discussing borrowing and lending</li></ul>	<ul style="list-style-type: none"><li>■ <i>borrow</i> vs. <i>lend</i></li><li>■ Two-word verbs</li></ul>	<ul style="list-style-type: none"><li>■ <i>because of</i> phrases and <i>because</i> clauses</li><li>■ <i>too</i> and <i>enough</i></li><li>■ <i>be able to</i></li></ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Healthy habits</b>	<ul style="list-style-type: none"><li>■ Discussing healthy foods and exercise</li><li>■ Describing events in the recent past</li><li>■ Describing past habits</li></ul>	<ul style="list-style-type: none"><li>■ Asking about staying healthy</li><li>■ Asking about past and present health habits</li></ul>	<ul style="list-style-type: none"><li>■ Healthy habits and routines</li><li>■ Medicinal plants</li></ul>	<ul style="list-style-type: none"><li>■ Present perfect with <i>recently</i> and <i>lately</i></li><li>■ <i>used to</i></li><li>■ Reported commands</li></ul>
<b>Review:</b> Units 3 and 4 pages 56–57		<ul style="list-style-type: none"><li>■ Understanding a conversation</li></ul>		
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Community resources and events</b>	<ul style="list-style-type: none"><li>■ Discussing future plans</li><li>■ Describing actions based on expectations</li><li>■ Describing community events</li></ul>	<ul style="list-style-type: none"><li>■ Asking about people's plans</li><li>■ Asking about people's expectations</li><li>■ Talking about community events</li></ul>	<ul style="list-style-type: none"><li>■ Entertainment</li><li>■ Positive and negative adjectives</li></ul>	<ul style="list-style-type: none"><li>■ Verbs + infinitives</li><li>■ Present perfect with <i>already</i> and <i>yet</i></li><li>■ Verbs + infinitives and verbs + gerunds</li></ul>

Student’s Book 3

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"><li>■ Reading a paragraph about goals</li></ul>	<ul style="list-style-type: none"><li>■ Writing your goal and steps to reach it</li></ul>	<ul style="list-style-type: none"><li>■ Talking about your goal and steps to reach it</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about personality and jobs</li><li>■ Predicting content from titles and pictures</li></ul>	<ul style="list-style-type: none"><li>■ Writing a descriptive paragraph with a topic sentence and supporting sentences</li><li>■ Using adjectives</li></ul>	<ul style="list-style-type: none"><li>■ Understanding a bar graph</li><li>■ Scanning a website for information</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about strategies for learning English</li><li>■ Using context to identify parts of speech</li><li>■ Locating examples that support statements</li></ul>	<ul style="list-style-type: none"><li>■ Writing a paragraph with examples to support ideas</li><li>■ Using examples to support your ideas</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding tips for taking tests</li><li>■ Talking about strategies for learning English</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
				<ul style="list-style-type: none"><li>■ Stressing content words</li></ul>
	<ul style="list-style-type: none"><li>■ Reading a newsletter about a neighborhood watch</li><li>■ Identifying the main idea, facts, and examples</li></ul>	<ul style="list-style-type: none"><li>■ Writing a complaint email</li><li>■ Supporting the main idea with examples</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding an ad for volunteers</li><li>■ Writing a complaint email</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about beneficial plants</li><li>■ Identifying the topic from the introduction and conclusion</li><li>■ Identifying parts of word families</li></ul>	<ul style="list-style-type: none"><li>■ Writing a descriptive paragraph</li><li>■ Writing a topic sentence</li><li>■ Completing a chart</li></ul>	<ul style="list-style-type: none"><li>■ Completing a medical history form</li><li>■ Talking about how to stay healthy</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
				<ul style="list-style-type: none"><li>■ Voiced and voiceless <i>th</i> sounds</li></ul>
	<ul style="list-style-type: none"><li>■ Reading a review of a concert</li><li>■ Using context to distinguish between positive and negative words</li></ul>	<ul style="list-style-type: none"><li>■ Writing an email</li><li>■ Completing a graphic organizer</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding announcements about community events</li><li>■ Talking about community events</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Time management</b>	<ul style="list-style-type: none"><li>■ Prioritizing</li><li>■ Discussing how to manage time</li><li>■ Giving advice</li><li>■ Describing habits</li></ul>	<ul style="list-style-type: none"><li>■ Prioritizing tasks</li><li>■ Asking about habits and daily activities</li><li>■ Contrasting qualities and habits of good and weak time managers</li></ul>	<ul style="list-style-type: none"><li>■ Time-management words</li><li>■ Prefixes meaning <i>not</i></li><li>■ Idioms with time</li></ul>	<ul style="list-style-type: none"><li>■ Adverb clauses with <i>when</i></li><li>■ Adverb clauses with <i>before</i> and <i>after</i></li><li>■ <i>when</i>, <i>before</i>, and <i>after</i> to order activities in a sequence</li></ul>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"><li>■ Understanding a conversation</li></ul>		
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Saving and spending</b>	<ul style="list-style-type: none"><li>■ Making suggestions</li><li>■ Asking for and giving advice</li><li>■ Discussing financial concerns</li><li>■ Comparing banking services</li></ul>	<ul style="list-style-type: none"><li>■ Asking and answering questions about buying on credit</li><li>■ Making suggestions and giving advice</li></ul>	<ul style="list-style-type: none"><li>■ Banking and finances</li><li>■ Compound nouns</li></ul>	<ul style="list-style-type: none"><li>■ <i>could</i> and <i>should</i></li><li>■ Gerunds after prepositions</li><li>■ Collocations with <i>get</i> and <i>take</i></li></ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Finding a job</b>	<ul style="list-style-type: none"><li>■ Discussing work-related goals</li><li>■ Discussing ways to find a job</li><li>■ Identifying procedures involved with a job interview</li></ul>	<ul style="list-style-type: none"><li>■ Talking about a job interview</li><li>■ Asking about ongoing activities</li></ul>	<ul style="list-style-type: none"><li>■ Employment</li><li>■ Separable phrasal verbs</li></ul>	<ul style="list-style-type: none"><li>■ Present perfect continuous</li><li>■ Separable phrasal verbs</li><li>■ Present continuous and present perfect continuous</li></ul>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"><li>■ Understanding a conversation</li></ul>		
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Community action</b>	<ul style="list-style-type: none"><li>■ Describing past activities</li><li>■ Describing past events</li></ul>	<ul style="list-style-type: none"><li>■ Describing a crime</li><li>■ Describing past actions</li><li>■ Asking about an emergency</li><li>■ Discussing safety items</li></ul>	<ul style="list-style-type: none"><li>■ Crimes</li><li>■ Emergency situations</li><li>■ Time phrases</li></ul>	<ul style="list-style-type: none"><li>■ Past continuous</li><li>■ Past continuous and simple past with <i>when</i> and <i>while</i></li><li>■ Three uses of the present continuous</li></ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Vacation plans</b>	<ul style="list-style-type: none"><li>■ Describing future possibility</li><li>■ Describing a sequence of events in the future</li></ul>	<ul style="list-style-type: none"><li>■ Describing vacation plans</li><li>■ Asking about future possibility</li><li>■ Describing the sequence of future events</li></ul>	<ul style="list-style-type: none"><li>■ Travel and vacation</li></ul>	<ul style="list-style-type: none"><li>■ Future real conditionals</li><li>■ Future time clauses with <i>before</i> and <i>after</i></li><li>■ Three uses of the present perfect</li></ul>
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"><li>■ Understanding a news report</li></ul>		
<b>College and Career Readiness section</b> pages 136–165 <b>Audio script</b> pages 166–173 <b>Acknowledgments</b> page 174				

SCOPE AND SEQUENCE

	READING	WRITING	LIFE SKILLS	PRONUNCIATION
	<ul style="list-style-type: none"><li>■ Reading an article about cultural time rules</li><li>■ Recognizing dashes that introduce examples</li><li>■ Identifying words with prefixes meaning <i>not</i></li></ul>	<ul style="list-style-type: none"><li>■ Writing a descriptive paragraph about a good or weak time manager</li><li>■ Using a signal before the conclusion</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding a pie chart</li><li>■ Talking about how to manage time</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
				<ul style="list-style-type: none"><li>■ Initial <i>st</i> sound</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about credit card debt</li><li>■ Identifying problems and solutions discussed in a text</li></ul>	<ul style="list-style-type: none"><li>■ Giving advice about saving money</li><li>■ Using <i>first</i>, <i>second</i>, <i>third</i>, and <i>finally</i> to organize ideas</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding a brochure comparing checking accounts</li><li>■ Talking about credit, credit cards, and debt</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
	<ul style="list-style-type: none"><li>■ Reading a blog about a job search</li><li>■ Scanning for specific information</li><li>■ Using a dictionary to select the best definition for a context</li></ul>	<ul style="list-style-type: none"><li>■ Writing a formal thank-you email</li><li>■ Understanding what to include in a thank-you email</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding a chart comparing job growth</li><li>■ Preparing for a job interview</li><li>■ Reading and understanding a blog</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
				<ul style="list-style-type: none"><li>■ Linking sounds</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about an emergency</li><li>■ Recognizing time phrases</li><li>■ Guessing meaning from context</li></ul>	<ul style="list-style-type: none"><li>■ Writing about an emergency</li><li>■ Using <i>Who</i>, <i>What</i>, <i>When</i>, <i>Where</i>, <i>Why</i>, and <i>How</i></li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding a chart comparing safety in various U.S. states</li><li>■ Talking about emergency situations</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
	<ul style="list-style-type: none"><li>■ Reading an article about Alcatraz</li><li>■ Using clues to guess the meaning of words</li></ul>	<ul style="list-style-type: none"><li>■ Writing about a tourist attraction</li><li>■ Using complex sentences to add variety</li></ul>	<ul style="list-style-type: none"><li>■ Reading and understanding hotel brochures</li><li>■ Talking about travel arrangements</li></ul>	<ul style="list-style-type: none"><li>■ Pronouncing key vocabulary</li></ul>
				<ul style="list-style-type: none"><li>■ Unstressed vowel sound</li></ul>

# TO THE TEACHER

## What is Ventures?

Ventures is a six-level, four-skills, standards-based, integrated-skills series that empowers students to achieve their academic and career goals.

- Aligned to the new NRS descriptors while covering key English Language Proficiency, College and Career Readiness Standards, and WIOA requirements.
- A wealth of resources provide instructors with the tools for any teaching situation, making Ventures the most complete program.
- Promotes 21st century learning complemented by a suite of technology tools.

## How Does the Third Edition Meet Today's Adult Education Needs?

- The third edition is aligned to the NRS' interpretive, productive, and interactive outcomes at each level.
- To help students develop the skills they need to succeed in college and the workplace, Ventures 3rd Edition offers a dedicated College and Career Readiness Section (CCRS) with 10 worksheets at each level, from Level 1 to Transitions (pages 136–155).
- Audio tracks and grammar presentations linked to QR codes can be accessed using smartphones (see page x), promoting mobile learning.
- Problem-solving activities added to each unit cover critical thinking and soft skills key to workplace readiness.
- More rigorous grammar practice has been added to Lessons B and C, and more evidence-based reading practice has been added to Lesson D.

## What are the Ventures components?

### Student's Book

Each of the core **Student's Books** contains ten topic-focused units, with five review units. The main units feature six skill-focused lessons.

- **Self-contained lessons** are perfectly paced for one-hour classes. For classes longer than 1 hour, additional resources are available via the Workbook and Online Teacher's Resources.
- **Review units** recycle and reinforce the listening, vocabulary, and grammar skills developed in the two prior units and include a pronunciation activity.

### Teacher's Edition

The interleaved **Teacher's Edition** includes easy-to-follow lesson plans for every unit.

- Teaching tips address common problem areas for students and additional suggestions for expansion activities and building community.
- Additional practice material across all Ventures components is clearly organized in the *More Ventures* chart at the end of each lesson.
- Multiple opportunities for assessment such as unit, mid-term, and final tests are available in the Teacher's Edition. Customizable tests and test audio are also available online at [cambridgeone.org](http://cambridgeone.org).



### Teacher Resources

Download from **cambridgeone.org**

Teacher Resources offer hundreds of additional worksheets and classroom materials including:

- A *placement test* that helps accurately identify the appropriate level of Ventures for each student.
- *Career and Educational Pathways Worksheets* to help students meet their post-exit employment goals.
- *Collaborative Worksheets* for each lesson to develop cooperative learning and community building within the classroom.
- *Writing Worksheets* that help literacy-level students recognize shapes and write letters and numbers, while alphabet and number cards promote partner and group work.
- *Picture dictionary cards and Worksheets* to reinforce vocabulary learned in Levels Basic, 1, and 2.
- *Multilevel Worksheets* designed for use in multilevel classrooms and in leveled classes where the proficiency level of students differs.
- *Self-assessments* that give students an opportunity to reflect on their learning. They support learner persistence and help determine whether students are ready for the unit test.

### Workbook

The **Workbook** provides two pages of activities for each lesson in the Student's Book.

- If used in class, the Workbook can extend classroom instructional time by 30 minutes per lesson.
- The exercises are designed so learners can complete them in class or independently. Students can check their answers with the answer key in the back of the Workbook. Workbook exercises can be assigned in class, for homework, or as student support when a class is missed.
- Grammar charts at the back of the Workbook allow students to use the Workbook for self-study.

 **Digital Workbook**

- The self-grading **Digital Workbook** offers programs the flexibility of introducing blended learning.
- In addition to the same high-quality practice opportunities in the print workbooks, the Digital Workbook provides students instant feedback.
  - Teachers and programs can track student progress and time on task.

**Presentation Plus**

Available on **cambridgeone.org (access code required)**

Presentation Plus allows teachers to digitally project the contents of the Student’s Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes the audio, grammar presentation videos, answer keys, and the Ventures Arcade. Contact your Cambridge ESL Specialist ([www.cambridge.org/cambridgeenglish/contact](http://www.cambridge.org/cambridgeenglish/contact)) to find out how to access it.

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

The Arcade is a free website where students can find additional practice for the listening, vocabulary, and grammar found in the Student’s Books. There is also a Citizenship section that includes questions on civics, history, government, and the N-400 application.

**Unit organization**

**LESSON A Listening** focuses students on the unit topic. The initial exercise, **Before you listen**, creates student interest with visuals that help the teacher assess what learners already know and serves as a prompt for the unit’s key vocabulary. Next is **Listen**, which is based on conversations. Students relate vocabulary to meaning and relate the spoken and written forms of new theme-related vocabulary. **After you listen** concludes the lesson by practicing language related to the theme in a communicative activity, either orally with a partner or individually in a writing activity.

**LESSONS B AND C** focus on grammar. The lessons move from a **Grammar focus** that presents the grammar point in chart form; to **Practice** exercises that check comprehension of the grammar point and provide guided practice; and, finally, to **Communicate** exercises that guide learners as

they generate original answers and conversations. These lessons often include a *Culture note*, which provides information directly related to the conversation practice (such as the use of titles with last names) or a *Useful language* note, which introduces useful expressions.

**LESSON D Reading** develops reading skills and expands vocabulary. The lesson opens with a **Before you read** exercise, designed to activate prior knowledge and encourage learners to make predictions. A *Reading tip*, which focuses on a specific reading skill, accompanies the **Read** exercise. The reading section of the lesson concludes with **After you read** exercises that check comprehension. In Levels Basic, 1, and 2, the vocabulary expansion portion of the lesson is a **Picture dictionary**. It includes a *word bank*, pictures to identify, and a conversation for practicing the new words. The words expand vocabulary related to the unit topic. In Books 3 and 4, the vocabulary expansion portion of the lesson uses new vocabulary from the reading to build skills such as recognizing word families, selecting definitions based on the context of the reading, and using clues in the reading to guess meaning.

**LESSON E Writing** provides practice with process writing within the context of the unit. **Before you write** exercises provide warm-up activities to activate the language needed for the writing assignment, followed by one or more exercises that provide a model for students to follow when they write. A *Writing tip* presents information about punctuation or paragraph organization directly related to the writing assignment. The **Write** exercise sets goals for the student writing. In the **After you write** exercise, students share with a partner.

**LESSON F Another view** brings the unit together with opportunities to review lesson content. **Life-skills reading** develops the scanning and skimming skills used with documents such as forms, charts, schedules, announcements, and ads. Multiple-choice questions (modeled on CASAS<sup>1</sup> and BEST<sup>2</sup>) develop test-taking skills. **Solve the problem** focuses on critical thinking, soft-skills, and workplace development. In Levels 1–4, **Grammar connections** contrasts grammar points and includes guided practice and communicative activities.

<sup>1</sup> The Comprehensive Adult Student Assessment System. For more information, see [www.casas.org](http://www.casas.org).  
<sup>2</sup> The Basic English Skills Test. For more information, see [www.cal.org/BEST](http://www.cal.org/BEST).

# UNIT TOUR

## The Most Complete Course for Student Success

- Helps students develop the skills needed to be college and career ready and function successfully in their community
- Covers key NRS and WIOA requirements
- Aligned with the English Language Proficiency (ELP) and College and Career Readiness (CCR) standards

### Photo Stories

- Introduces the unit topic and creates an opportunity for classroom discussion.
- Activates students’ prior knowledge and previews the unit vocabulary.

### Unit Goals

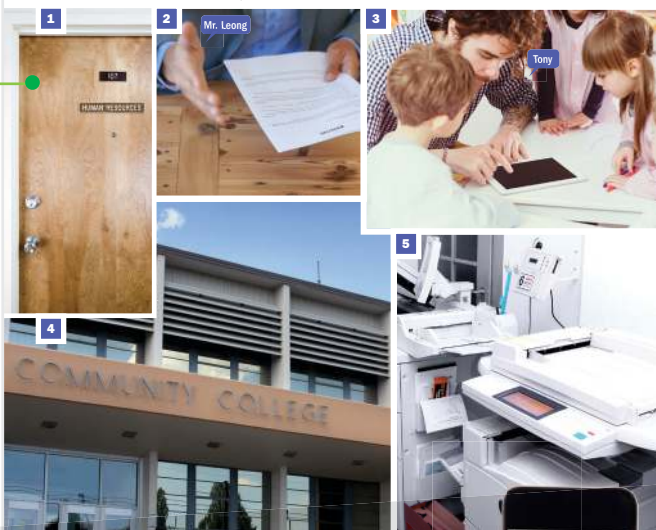
Introduces the competencies students will learn.

## UNIT 8 WORK

### Lesson A Listening

#### 1 Before you listen

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



**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	shipping-and-receiving clerk
2. native country	
3. current job	
4. strengths	
5. shift he prefers	

#### 3 After you listen

- A Read. Complete the story.

background degree employed gets along interview personnel reliable 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 \_\_\_\_\_ manager.  
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?

Listen for and identify an applicant's answers to questions in a job interview UNIT 8 97

### How to use a QR code

- Open the camera on your smartphone.
  - Point it at the QR code.
  - The camera will automatically scan the code. If not, press the button to take a picture.
- \* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search “QR free” and download an app.



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