

3rd Edition

Ventures

Transitions

STUDENT'S BOOK

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

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Gretchen Bitterlin , Dennis Johnson , Donna Price , Sylvia Ramirez , K. Lynn Savage
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TO THE TEACHER

What is *Transitions*?

Transitions offers standards-based integrated-skills material to help prepare adult students for success at work or in an academic setting. Aimed at advanced students, *Transitions* focuses on developing reading and writing skills with high-interest topics such as self-confidence, teamwork, and having a positive attitude.

Unit organization

Within each unit there are six lessons:

LESSON A Listening focuses students on the topic of the unit.

- *Talk about the pictures* creates student interest and activates prior knowledge about the topic. The visuals help teachers assess what learners already know and serve as a prompt for the key vocabulary of each unit.
- *Listening*, based on a mini-lecture, has a note-taking exercise to help students practice listening for main ideas and important details. A communicative activity at the end gives students an opportunity to discuss questions related to the theme.

LESSON B Grammar focuses on speaking.

- *Grammar focus* presents the grammar in chart form.
- *Practice* checks comprehension of the grammar point and provides guided practice.
- *Communicate* guides students in generating answers and conversations.

LESSON C Grammar focuses on writing.

- *Grammar focus* presents the grammar in chart form.
- *Practice* has students notice the structure, write sentences with it, and recognize and correct mistakes in a paragraph.
- *Collaborate and write* asks students to write a paragraph using the structure.

LESSONS D and E Reading develop reading skills and vocabulary.

- *Before you read* activates prior knowledge and encourages learners to make predictions.
- *Read* introduces a passage of several paragraphs on a high-interest topic related to the theme of the unit.
- *After you read* checks understanding through questions that require close reading and includes two vocabulary-building exercises, focusing on strategies and academic words. The lesson concludes with a summarizing activity.
- The *College and Career Readiness* section in the back of the Student's Book (pages 122–151) provides

additional reading, critical thinking, and academic vocabulary building for each unit.

LESSON F Writing provides writing practice within the context of the unit.

- *Before you write* activates the language students will need for the writing task and provides a writing model and a structure to help students plan the writing.
- *Write* gives students the writing prompt and refers to previous exercises to help guide their writing.
- *After you write* has a checklist for students to check their own work and key points to look for when reacting to a classmate's writing.

Components

UPDATED Workbook

Two pages of exercises for each lesson can be assigned in class, for homework, or as student support when a class is missed. Students can check their own answers with the answer key in the back. The Workbook can extend classroom instructional time by 35 to 40 minutes per lesson.

UPDATED Interleaved Teacher's Edition

Easy-to-follow lesson plans for every unit.

- Teaching tips address common problem areas for students and provide 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.
- Additional skills-related teaching tips on the World of Better Learning Blog are linked via QR codes.
- Multiple opportunities for assessment—such as unit, midterm, and final tests—are in the Teacher's Edition. Customizable tests and test audio can be downloaded from eSource.

Teacher Resources

Presentation Plus: Digitally project the contents of the Student's Book in front of the class for a livelier, interactive classroom.

Online Teacher's Resources: Additional worksheets and classroom materials, such as Collaborative Worksheets and Projects, are available for download from cambridge.org/ventures/resources

The Author Team

Gretchen Bitterlin Dennis Johnson
 Donna Price Sylvia Ramirez K. Lynn Savage

UNIT TOUR

The Most Complete Course for Student Success

- Specifically prepares students for the critical thinking, reading, and listening skills needed for the newly updated standardized tests
- 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

Listening

starts by focusing on the topic using visuals to assess student's prior knowledge and serves as a prompt for key vocabulary.

Lesson goals

indicate the workplace and the academic competencies for each lesson.

UNIT 8 GIVING AND RECEIVING CRITICISM

Lesson A Listening

1 Talk about the pictures

- A What is criticism? Is criticism always negative?
 B What kind of criticism do you think the people in the photos received?



2 Listening

- A Listen and answer the questions.
 1. Who criticized Ray? Why? How?
 2. What was Ray's response?
 3. What is the difference between negative criticism and constructive criticism?

B Listen again. Take notes on the key information.

Topic: _____

Ray's story _____

Test grade: _____

Professor's written comment: _____

Comments to Ray in office: _____

Ray's reaction: _____

Consequences of negative criticism: _____

How to give constructive criticism:

- _____
- _____
- _____

Listen again. Check your notes. Did you miss anything important?

C Discuss. Talk with your classmates.

1. According to the three steps of giving constructive criticism, what should Ray's professor have done differently?
2. Have you ever been in a situation where you felt you were criticized unfairly? What did you do to resolve the situation?

Listen for and identify ways to give constructive criticism UNIT 8 87

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.



3 Easy Ways to Access Audio

- Scan QR codes
- Download from:
www.cambridge.org/ventures/audio/
- Play from Class Audio CDs

Every unit has two grammar lessons taught using the same format. Lesson C is new and focuses on grammar for writing.

Grammar chart

presents and practices the grammar point.

Grammar presentation videos

allow for self-directed learning and develop digital literacy.

Additional grammar activities

ensure students have the chance to practice more grammar to meet the rigor of CCRS.

Lesson B Conditional clauses

1 Grammar focus: The past unreal conditional
 The past unreal conditional expresses opinions or wishes about situations that were unreal (not true) in the past. The verb forms are had + past participle in the dependent clause and would / could / might (not) + have + past participle in the main clause. Use a comma after an if-clause at the beginning of a sentence.

Example	Explanation
If Ray had studied more for the test, he would have gotten a higher score.	Ray got a low score on the test because he didn't study enough.
Ray wouldn't have done so badly on the test if he had gone to a study session.	Ray didn't go to a study session. He did badly on the test.

2 Practice

A Write. Complete the sentences. Use the past unreal conditional.

- Tom didn't receive the email about the staff meeting, so he didn't go. If Tom (receive) had received the email, he (go) would have gone to the meeting.
- Donna forgot to put gas in her car. She ran out of gas and was late to class. She (not be) late if she (remember) to put gas in her car.
- Steve turned in his paper late. He got a bad grade. Steve (get) a better grade if he (turn in) his paper on time.
- Tina wrote her report too quickly. Her boss made her rewrite it. If Tina (write) her report more carefully, her boss (not make) her do it again.
- Jim yelled at his boss. His boss got upset. If Jim (not yell) at his boss, his boss (not get) upset.
- Jack needed more time to finish his project. He asked Boutros to help him. He (not finish) the project on time if Boutros (not help) him.
- George's English class didn't have a year-end party. The students didn't get a chance to say good bye to each other. If the class had a year-end party, the students (have) a chance to say good bye.

B Talk with a partner. Read about Mario. Use the cues to make sentences about what would or could have happened if the situation had been different.

Mario recently got a job in a busy office. The work is challenging, but Mario is satisfied because he's learning new skills. His boss is demanding but fair. Yesterday Mario had a hard day. His boss assigned him an important project to do by himself.

If the boss hadn't trusted Mario, he wouldn't have assigned him an important project.

- The boss trusted Mario, so he assigned him an important project.
- The project had a tight deadline. Mario worried about finishing on time.
- Mario didn't feel confident because he didn't have a colleague to consult.
- Mario needed to work overtime because there were problems.
- Mario's desk was full of papers, so he lost an important document.
- Mario's computer crashed, so he lost some data.
- Mario finished the project on time because he stayed up all night.
- The boss was pleased because Mario finished the project on time.

Write sentences about Mario. Use the past unreal conditional.
 If the boss hadn't trusted Mario, he wouldn't have assigned him an important project.

3 Communicate

A Write a list of five things you are sorry that you did or did not do at work or school. Say what happened as a result.
 I lent my lecture notes to Linda and she lost them.

B Work with a partner. Take turns reading and responding to your sentences from A. Use the past unreal conditional in your responses.

A I lent my lecture notes to Linda and she lost them.
 B That's too bad. If you hadn't lent your notes to Linda, she wouldn't have lost them.
 A You're right. In the future I won't lend my notes to anyone.

C Share information about your partner with the class.

Controlled writing activities

provide students with authentic practice.

Real-life practice

engages students and provides meaningful application of the grammar.

Notice

asks students to identify key grammar topics in contexts commonly found in academic and work settings.

Lesson C Regrets about the past

1 Grammar focus: wish + past perfect
 Use wish with the past perfect (had + past participle) to express regret about events or situations that happened (or didn't happen) in the past. In formal writing, use that after wish.

Main clause	Verb	Meaning
Subject wish (that)	had + past participle	I didn't eat lunch.
He / She wish(es) (that)	the boss / teacher's been critical.	The boss was critical.
They wish (that)	they hadn't stayed up late.	They stayed up very late.

Although you are referring to a past time, do not use the simple past after wish to express regrets in the past.
 I wish I went to work yesterday. → I wish I had gone to work yesterday.

2 Notice
 Read about the regrets Ray had after a meeting with his professor. Underline the verbs that show regret in the past using wish + past perfect.
 Ray went to talk to his professor about the test he had failed. He wishes he had done better on the test. He wishes he had had time to study more, but he just didn't have time after work. He also wishes that his professor had been more sympathetic about why he wasn't doing well in the class. Ray has a lot of regrets about how he handled the meeting with his professor. He wishes he hadn't lost his temper with the professor and hadn't slammed the door after the meeting in his professor's office. Both Ray and his professor wish that the meeting had been more positive.

3 Practice
 Read the sentences. Then write sentences about what Ray or his professor might regret. Begin each sentence with He wishes.
 1. Ray worked overtime the night before the test.
 He wishes he hadn't worked overtime the night before the test.
 2. Ray didn't tell the professor about his full-time job before the test.
 3. Ray didn't study for the test.
 4. Ray wasn't very polite to his professor.
 5. Ray lost his temper in his professor's office.
 6. Ray slammed the door after the meeting.
 7. Ray dropped out of school soon after the meeting with his professor.
 8. Ray's professor is sorry that he wasn't sympathetic to Ray's situation.

4 Edit
 Find and correct four additional mistakes with wish + past perfect in the paragraph about constructive criticism.
 Ray is depressed. He dropped out of school because he couldn't work full-time and fulfill his academic requirements at school. He wishes he had had time and energy to work full-time and study. He probably should have told his boss at work he couldn't work so many hours, but he needs the money. Now he wishes he hadn't drop out of school. He wishes he had went to talk to a counselor to see about other options. Maybe he could have gotten a loan. He wishes his professor have been more understanding. He also wishes he had harder to balance school and work. Ray's professor also feels bad. He really regrets how he treated Ray.

5 Collaborate and write
 Work with a partner. Write a paragraph about Ray's professor's regrets. Use Exercise 4 to help you. Your paragraph should be 5-8 sentences. Include at least four sentences using wish + past perfect. Ray's professor is very sorry about what happened in the office with Ray.

Editing activity

gives students an opportunity to practice recognizing and correcting common errors in order to improve their writing.

Collaborate and write

allows students to practice the structure in an authentic, but controlled way by working together to produce a paragraph.

Reading (Lessons D & E)

- uses a 3-step reading approach to highlight the skills and strategies students need to succeed in both academic and workplace settings.
- combines reading with writing and listening practice for an integrated approach to ensure better comprehension.
- brings complex, informative texts into the classroom to help students read independently and proficiently.

Comprehension questions

include the kinds of **critical thinking** and **text-dependent questions** found on updated standardized tests.

Academic vocabulary

has been added to help students improve their reading skills.

Lesson E Reading

1 Before you read

- Talk with your classmates. Answer the questions.
1. In which situations do people normally receive evaluations (written or spoken) of their performance?
 2. Have you ever had a performance evaluation? In which situation? How did you deal with criticism, if any?

2 Read

Read the article. Listen and read again.

The Performance Review

Serena was sitting in the office cafeteria reading the newspaper when her friend and teammate John walked in. He looked upset and didn't make eye contact with her. He poured himself a cup of coffee and walked over to her table. "Hi," he finally said, slumping down into a chair. Serena glanced up from her paper. "Looks like things didn't go well with your evaluation," she said. "Nope, it was awful. It couldn't have been worse." "What happened?" she asked. "I messed up," said John. "I lost my cool when Bill said some things about my performance that I didn't agree with." "Why did you lose your temper?" asked Serena. "I don't know really, but I felt hurt and humiliated because his criticism was so embarrassing. Why didn't he tell me any of this before?" asked John. Serena put down her paper. John obviously needed someone to talk to about this experience. "What exactly did he say?" she asked. "Well, first," said John. "He said I need to use my time better, you know, stop chitchatting so much with co-workers because I wasn't working fast enough." John looked up at her. "Just hearing it started my heart racing, and all I could think about was how bad it made me feel. Then he said a few more negative things." "What else did he say?" "You know," answered John. "I'm not really sure. I was so distraught that I couldn't focus on the content of his critical comments. I can't even remember now." "You can't recall... weren't you listening?" asked Serena. "Well, yes and no... you see, I started to get all defensive and began talking about what a good job I do and how much I disagreed with him, arguing with the boss didn't resolve anything." John shook his head. "Then I started blabbing about my workload and how the other folks in my department aren't pulling their weight." "You started blaming your co-workers?" asked Serena incredulously. "Yeah, I know," John said, looking at her. "I wish I hadn't blamed them, but I was so surprised and embarrassed that I just blew up." He drank his coffee and started into his cup. "John thought for a moment, then said, 'I wish I could do it over again. If I had known he was so displeased with my work, I would have been more prepared for the criticism. Maybe I would have been calmer.'" Serena suddenly stood up. "Where are you going?" asked Serena, who was concerned for her colleague. "First I'm going to email Bill an apology and ask for another meeting," he said, sliding his chair beneath the table. "I plan to solve this conflict, and then I'm getting back to work." Serena breathed a sigh of relief and was proud of John for coming to such a reasonable conclusion. She hoped that John's actions would result in a positive outcome.

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End of reading lesson

asks students to **summarize the readings**, a key skill for academic success.

3 After you read

- A Check your understanding.**
1. What is the main idea of the story?
 2. What did Bill say about John's performance?
 3. According to the article, how would John have behaved differently if he had known that his boss was unhappy with his work?
 4. According to John, what will he do after he leaves the office cafeteria?
 5. In paragraph 1, which word best matches the meaning of *having bad posture*?

B Build your vocabulary.

The expressions below are examples of informal language. Informal language is common in casual conversation; you should not use it in formal speaking situations or when you write. Find and underline each of the following informal expressions from the article on the line indicated. Then complete the chart.

blab (line 45) chitchat (line 27) mess up (line 14)
 pull one's weight (line 46) blow up (line 52)

Definition / Formal word	Informal language	Phrase from article
1. get angry	<u>mess up</u>	<u>I just <u>blew up</u>.</u>
2. make a mistake		
3. make small talk		
4. do your share of work		
5. talk on and on		

2. Find each of the following academic words in the article and underline the sentence.

colleague conclusion conflict evaluation resolve

Then, on another piece of paper, copy and complete the chart.

Academic word	Phrase or sentence from article	Part of speech	Dictionary definition	My sentence
colleague	<u>who was concerned for her colleague</u>	noun	co-worker	<u>My co-worker Jim is a great colleague.</u>

- C Summarize the reading.** Work with a partner and take turns restating the main points. Then work together to write a summary. Try to use the vocabulary from Exercise B. Include the following: (1) Bill's criticism of John's performance; (2) how John felt; (3) what John said; (4) John's feelings now; and (5) what John plans to do next.

For additional development of College and Career Readiness skills, see "Problems with Performance Reviews," a related reading and activities on pages 143-145.

11 One textual evidence to draw inferences from a text; use a dictionary to identify formal synonyms for informal expressions in a text; summarize a text. UNIT 8 95

College & Career Readiness

builds critical-thinking skills and uses informative texts to help students master the more complex CCR standards.

Writing

- helps students develop a robust process-writing approach.
- supports students to meet the challenges of work and the classroom through academic and purposeful writing practice.

Lesson F Writing

1 Before you write

- A Talk with your classmates.** Answer the questions.
1. Think of a time when you received criticism. Who criticized you—a teacher, a supervisor, a family member, an acquaintance, or a stranger?
 2. Was the criticism negative or constructive?
 3. How did you react to the criticism?
 4. Did you change as a result of the criticism? How?
- B Read the story.**

An Educational Experience

The summer after I graduated from high school I traveled to Paris, France. I had studied French for three years in high school, and I had always gotten good grades. I thought my French was pretty good, and I was very excited about going to France and trying out the language there. On my first day, I went to a cafe and ordered a cafe au lait. As soon as the waiter heard my French, he started to laugh and make jokes about Americans and their funny accents. I was devastated. I got so flustered that I couldn't remember another word in French. I had to hold back my tears. For several days after that, I refused to speak French. But gradually, I realized that I could have handled the situation differently. I could have laughed at myself along with the waiter. I made up my mind to listen carefully to the way French people speak and to try to imitate their accent. I began to speak French again, and I didn't let people's comments about my accent bother me. I realize now that the waiter was very rude to laugh at me, but I also realize that he did me a favor. Today I speak fluent French with a very good accent. If that waiter hadn't criticized me, I probably wouldn't have improved as much as I did.

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C Work with a partner.

- Answer the questions.
1. Where and when did the story take place?
 2. Who criticized the writer? What did he do or say? Was the criticism constructive or negative?
 3. How did the writer feel?
 4. How did the writer respond?
 5. What could the writer have done differently?
 6. How did the writer change, or what did she learn, as a result of the criticism?

D Plan a story about a time when someone criticized you, either constructively or negatively. Outline the story on your own paper. Include answers to questions similar to those in Exercise 1C in your outline.

2 Write

Write a story about the time when someone criticized you, how you responded, and what you learned from the experience. Use Exercises 1A, 1B, and 1C to help you.

3 After you write

- A Check your writing.**
- | | | |
|---------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. I wrote about who criticized me, where it happened, when it happened, and what the person said. | Yes | No |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I described how I felt and how I responded. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I used past modals or the past unreal conditional to talk about what I should have done differently. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I wrote about what I learned or how I changed as a result of the criticism. | <input type="checkbox"/> | <input type="checkbox"/> |

B Share your writing with a partner.

1. Take turns. Read your partner's story.
2. Comment on your partner's writing. Ask your partner a question. Tell your partner one thing you learned.

12 Write a narrative paragraph about criticism and the lesson learned from it. UNIT 8 97

College and Career Readiness

A set of College and Career Readiness (CCR) worksheets for each unit is in the Student's Book (pages 122-151). These worksheets provide added reading practice and should be taught after Lessons D and E. They can be done during class or as independent study. These CCR worksheets enable students to:

- **Cite evidence** in response to **text-dependent questions**
- Identify and use **academic words** that appear in formal texts
- Practice **academic language**
- **Develop critical-thinking skills** by comparing and analyzing two or more articles on the same topic
- Build knowledge by having students **write expository texts** such as compare / contrast, summary, opinion, argument, and problem / solution to demonstrate comprehension

Kahoot!

cambridge.org/kahoot/ventures

What is Kahoot!?

Kahoot! is a game-based learning platform that makes it easy to create, share, and play fun learning games and trivia quizzes in minutes. Students can play Kahoot! on any mobile device or laptop with an internet connection.

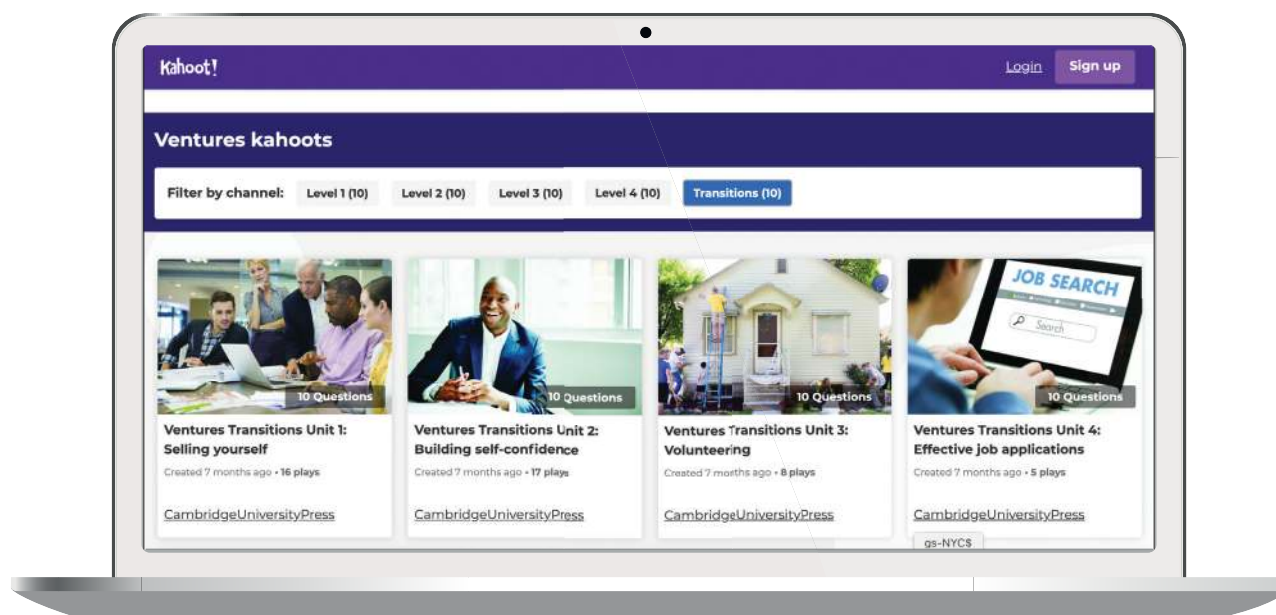
What can you use Kahoot for?

Ventures kahoots are based on the listening and grammar from each unit and can be used for review, formative assessment, or homework.

When should you play Kahoot?

You can use a Kahoot quiz before starting the unit as a **diagnostic test**, during the unit as **formative assessment**, or at the end of a unit to **test student knowledge**.

To launch a live game in the classroom, simply click on “play” when launching Kahoot.



SCOPE AND SEQUENCE

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY
Unit 1 Selling Yourself pages 2–13	<ul style="list-style-type: none"> Describe hard and soft skills Describe characteristics of a good goal 	<ul style="list-style-type: none"> Listen and take notes using strategy of writing only important words Discuss own job goal and hard and soft skills needed for the job 	<ul style="list-style-type: none"> Use a dictionary to find the meaning of words as they are used in a reading Determine the meaning and use of identified adjectives Recognize and use academic words
Unit 2 Building Self-Confidence pages 14–25	<ul style="list-style-type: none"> Define self-confidence Recognize characteristics of self-confidence 	<ul style="list-style-type: none"> Listen and take notes using the strategy of omitting vowels from the middle of words Discuss strengths, weaknesses, and self-confidence 	<ul style="list-style-type: none"> Recognize suffixes that indicate part of speech and determine the root word Identify words in the same word family and their part of speech Recognize and use academic words
Unit 3 Pathways to Build Skills and Experience pages 26–37	<ul style="list-style-type: none"> Describe and compare pathways to building skills Report speech Summarize information about pathways to building skills 	<ul style="list-style-type: none"> Listen and take notes using the strategy of eliminating small connecting words Discuss advantages and disadvantages of different pathways 	<ul style="list-style-type: none"> Recognize prefixes that make words negative, e.g., un-, dis-, non- Identify gerunds and the related nouns that refer to a person instead of an action Recognize and use academic words
Unit 4 Effective Job Applications pages 38–49	<ul style="list-style-type: none"> Describe steps in finding a job Discuss important events in own life 	<ul style="list-style-type: none"> Listen and take notes using the strategy of writing only the first 3 or 4 letters of a word Discuss own experiences in applying for jobs and filling out applications 	<ul style="list-style-type: none"> Recognize suffixes that change part of speech Guess meaning of new words from context Recognize and use academic words
Unit 5 Successful Interviews pages 50–61	<ul style="list-style-type: none"> Describe rules for making a first impression Express past regrets and logical conclusions 	<ul style="list-style-type: none"> Listen and take notes using the strategy of noting clue words Discuss ways to make good first impressions 	<ul style="list-style-type: none"> Identify context clues to determine whether words carry a positive or negative meaning Identify and understand idiomatic phrases Recognize and use academic words

Transitions Student's Book

GRAMMAR FOCUS	ACADEMIC & WORKPLACE READING SKILLS	ACADEMIC & WORKPLACE WRITING SKILLS	COLLEGE AND CAREER READINESS PAGES 122–151
<ul style="list-style-type: none"> Participial adjectives Verb tense review 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a text about goals Read a text closely to determine what it says explicitly and to make logical inferences Summarize a text about skills needed for success 	<ul style="list-style-type: none"> Write a résumé that follows correct format and incorporates relevant information 	<p>Reading: Compare and contrast three texts about goal setting and achieving success at work</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Use context clues to determine if words have a positive or negative meaning Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph arguing that goal setting is beneficial or detrimental to achieving success</p>
<ul style="list-style-type: none"> Present passive Past passive 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a text about understanding self-confidence Read a text closely and refer to details and examples to explain what the text says explicitly Summarize a text about building self-confidence 	<ul style="list-style-type: none"> Write a paragraph that identifies own strengths and provides supporting examples 	<p>Reading: Compare and contrast three texts about self-confidence</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Relate academic words to everyday words Recognize, define, and use academic words <p>Writing: Develop a paragraph / essay that compares behaviors and consequences of people with no self-confidence with those with too much self-confidence</p>
<ul style="list-style-type: none"> Indirect (reported) statements Indirect (reported) questions 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through specific examples Summarize a reading about the similarities and differences between two pathways Determine the central idea of a text and cite evidence to support it Summarize a reading about the benefits of volunteering 	<ul style="list-style-type: none"> Use a cluster graphic organizer to organize ideas Write a summary paragraph about three different pathways to building skills 	<p>Reading: Analyze two texts about the advantages and disadvantages of volunteering</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify the use of punctuation marks to signal definitions or synonyms Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph about whether the advantages of volunteering outweigh the disadvantages, citing evidence from the texts to support the argument</p>
<ul style="list-style-type: none"> Past tense Past and past perfect tenses 	<ul style="list-style-type: none"> Determine the central idea of a text and explain how it is supported by key details Summarize a reading about the danger of scammers Read a text closely and refer to details and examples to explain what the text says explicitly Summarize a reading about reasons and tips for a successful job application 	<ul style="list-style-type: none"> Write a cover letter that follows correct format and incorporates relevant information 	<p>Reading: Analyze three texts about online job applications</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify transition words and phrases that link similar ideas and signal contrast in ideas Recognize, define, and use academic words <p>Writing: Develop a persuasive paragraph about whether the advantages of online applications outweigh the disadvantages</p>
<ul style="list-style-type: none"> Past modals to express regret or something not done: <i>should(n't) have</i> and <i>could have</i> Past modals to indicate a logical conclusion: <i>must (not), have, might (not) have</i> 	<ul style="list-style-type: none"> Determine the central idea of a text and how it is conveyed through key details Summarize a text about successful interviews Read closely to determine what the text says explicitly and to make logical inferences Summarize a text about following up on an interview 	<ul style="list-style-type: none"> Write a thank-you note that follows correct format and includes specific details 	<p>Reading: Compare and contrast two texts about suggestions for gaining meaningful employment</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Identify suffixes to determine part of speech and define meaning Recognize, define, and use academic words <p>Writing: Develop an opinion paragraph / essay with evidence from the texts to support opinion about the rule to gain meaningful employment</p>

UNIT TITLE	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY
Unit 6 Small Talk pages 62–73	<ul style="list-style-type: none"> Discuss purposes of and appropriate topics for small talk Initiate and respond to small talk 	<ul style="list-style-type: none"> Listen and take notes using the strategy of writing only the first and last letters of one-syllable words Discuss examples of small talk in own countries and in US 	<ul style="list-style-type: none"> Recognize verb + preposition, their meaning, and a synonym for their combination Recognize phrasal verbs and how their meaning is different from the original verbs Recognize and use academic words
Unit 7 Improving Relationships pages 74–85	<ul style="list-style-type: none"> Identify benefits in teamwork Describe imaginary situations Give advice 	<ul style="list-style-type: none"> Listen and take notes using the strategy of writing important facts Discuss effects of teamwork and own feelings about teamwork 	<ul style="list-style-type: none"> Determine the meaning of words from textual clues Recognize and define the meaning of various idioms Recognize and use academic words
Unit 8 Giving and Receiving Criticism pages 86–97	<ul style="list-style-type: none"> Give and accept criticism Express past wishes 	<ul style="list-style-type: none"> Listen and take notes using the strategy of citing source for facts Discuss negative and constructive criticism 	<ul style="list-style-type: none"> Identify adverbs and the words they modify Identify informal language and relate it to formal language Recognize and use academic words
Unit 9 The Right Attitude pages 98–109	<ul style="list-style-type: none"> Describe people with positive and negative behaviors 	<ul style="list-style-type: none"> Listen and take notes using the strategy of leaving space to fill in important words that are missed Discuss positive and negative people and how they behave 	<ul style="list-style-type: none"> Identify suffixes to determine part of speech and define meaning Identify context clues to determine whether words carry a positive or negative meaning Recognize and use academic words
Unit 10 Writing at Work and School pages 110–121	<ul style="list-style-type: none"> Describe tips for writing emails and other business correspondence Identify a problem Recommend solutions and consequences Cite evidence from texts to support an argument 	<ul style="list-style-type: none"> Listen and take notes using the strategy of noting unfamiliar vocabulary or concepts Discuss characteristics of good writing and goals for improving own writing Cite evidence that supports the importance of writing 	<ul style="list-style-type: none"> Use a dictionary to identify synonyms and antonyms of words within a reading Identify the meaning of new words in context and use a dictionary to identify additional meanings Recognize and use academic words

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